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THE LIBRARY QUARTERLY

A Journal of Investigation and Discussion in the Field of Library Science

Established by The Graduate Library School of the University of Chicago with the Co-operation of The American Library Association, The Bibliographical Society of America, and The American Library Institute.

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SPECIAL COLLECTIONS OF NEGROANA

ARNA BONTEMPS

REFERENCES to special collections of Negro lore have been cropping up in library literature for a long time. Soon or late, no doubt, it was inevitable that someone should have a look at the whole species. The present report is the result of such an inspection. Obviously, all Negro collections could not be examined at first hand or studied closely. A few outstanding, and perhaps representative, examples were selected after preliminary inquiry, and these (minus one described elsewhere)¹ are the collections treated herein.

THE SCHOMBURG COLLECTION OF NEGRO LITERATURE

Perhaps the best known—certainly the most publicized—of the Negro collections is located in the One Hundred and Thirty-fifth Street Branch of the New York Public Library. The Division of Negro Literature, History, and Prints, as it was originally designated, was established in 1925. A year later it obtained the Schomburg Collection, one of the largest and most important private libraries on the Negro. With this acquisition, containing between five and six thousand books, three thousand

manuscripts, two thousand etchings, and several thousand pamphlets, the division at once became a center for scholarship dealing with Negro life and history.

Actually, the collection has a longer history than the date of its founding implies. Indeed, it has three histories. The first can be traced in the history of the New York Public Library itself. The second is rooted in the Harlem community. And the third is a personal story.

As early as 1902 the bulletin of the New York Public Library mentioned a "list of works relating to the American Colonization Society." Later surveys of resources and guides to special collections have noted the "slavery" collection of the New York Public. While these items do not relate directly to the Division of Negro Literature, History, and Prints, a certain kinship may be detected. Almost from the beginning of its existence the New York Public Library appears to have shown some interest in Negro materials.

Moreover, there was precedent of another sort in the New York system. The central library includes other racial divisions which antedate even the "slavery" collection. The Jewish, the Slavonic, and the Oriental divisions are examples.

¹ "The James Weldon Johnson Memorial Collection of Negro Arts and Letters," *Yale University Library Gazette*, XVIII (1943), 19-26.

Even the notion of putting such material in a neighborhood library was familiar. The collection of Czechoslovakian literature is located in the Webster Branch, and the Russian literature collection, formerly located at One Hundred and Twenty-fourth Street, is now at the Hamilton Grange Branch, following the ethnic group as it shifted from one section of the city to another. So, while the Division of Negro Literature, History, and Prints, including the Schomburg Collection, was at the time of its establishment the only division of its kind in any public library, it was not without a certain background in New York.

Its roots in the community are perhaps equally significant. When the One Hundred and Thirty-fifth Street Branch was established in 1905, the neighborhood which it expected to serve was a quiet, well-to-do American Jewish section. By 1920 it had become half-Negro, and the influx was just starting. Ernestine Rose, chosen because of her experience in developing library service among racial groups, was made librarian for the express purpose of adapting the staff, service, and book stock of the branch to its altered public. By 1924 Harlem had become the acknowledged capital of Black America. Its population, thanks to the migrations of the preceding decade, had reached approximately 150,000. At the same time it had drawn Negro talent and leadership from all parts of the United States and from the Caribbean. Young musicians and writers assembled there. Serious scholars took note of the group and of its relation to the burgeoning community. All-Negro shows became Broadway hits. The *American Mercury*, at the peak of its popularity, came out with a series of spectacular articles on uptown doings. Novels like Carl Van Vechten's *Nigger Heaven* became best-sellers. Park Avenue dis-

covered a fabulous night life centered around the Cotton Club, Baron's, the Nest, and other spots in Harlem. The *Survey Graphic* published a large special issue devoted to Harlem. The attention thus drawn to the new nerve center of Negro life in America resulted in a book called *The New Negro*, in which the same material was greatly expanded. These, and scores of related developments, gave the community a new spurt of growth, a fresh surge of race consciousness.

By the end of 1924 Ernestine Rose had a serious library problem on her hands. Books on the Negro were in such demand that they could not be kept on the shelves. So avidly were they read, in fact, that their mortality exceeded their birth rate. Titles which continued in print could not be replaced fast enough with the available funds. Books hard to obtain were deteriorating without hope of replacement. The branch librarian was frankly distressed. In her perplexity she called together a group of influential scholars and leaders from the community. Among them were Arthur A. Schomburg, James Weldon Johnson, Hubert H. Harrison, and John Nail.

The first result of the consultations which followed was the decision to start a modest collection of rare books relating to the Negro, books difficult to replace. These were to be withdrawn from the circulation department, the primary aim being simply to preserve the existing resources in this field. This modest gesture provoked an immediate response on the part of the community and of those who had been called in to represent it. Gifts and loans came to the new collection from the private libraries of people like J. E. Bruce, Louise Latimer, Hubert H. Harrison, George Young, Dr. Charles D. Martin, and Arthur A. Schomburg.

Perhaps the idea of building up a col-

lection that would give the Harlem public a sense of background had already occurred to Miss Rose. The New York Public Library's general policy of buying books of special neighborhood interest would suggest this. In any case, the books withdrawn from circulation and placed in the reference room soon began to supply material to students of Negro history and culture both in the neighborhood and elsewhere; and on May 8, 1925, the new Division of Negro Literature, History, and Prints was officially opened.

In outlining the division's plans to the press, Miss Rose called attention to the fact that, although there were then collections of the same kind in the Library of Congress, in the libraries of such institutions as Tuskegee and Howard University, in certain large city reference libraries, and in a few private libraries, the collection at the One Hundred and Thirty-fifth Street Branch promised to become one of the largest and most valuable in the whole country. She gave her reasons for this prediction:

To begin with, there is the question of availability. Works of this nature in private collections and in institutions are not readily accessible to great numbers of students of these problems, either white or colored. We have here in Harlem the greatest negro city in the world—approximately 175,000 colored inhabitants. There should be available for these people and for those who have their interests at heart the most interesting and complete collection that can be formed. These books will foster the interest of the children and young folk in the history of their own race and inspire them to develop their own talents. The collection should be available equally to scholars, to the man in the street and to school children of all races.

She called attention to several unique items in the collection as it existed then (none of them impressive by later standards) and announced the organization of a group of prominent persons to promote the new department. Today her

statement seems overly optimistic, on the basis of the collection in hand and the immediate prospects, but it was taken seriously by the *Times* and other New York newspapers, and in 1926 the collection received the windfall that justified Miss Rose's optimism and raised the division to its present importance. This came with the acquisition of the Schomburg private library.

The third history behind the Schomburg Collection of Negro Literature is, as has been suggested, a personal story. Arthur Alfonso Schomburg, a Puerto Rican partly of Negro descent, was born in 1874. He was educated in Puerto Rico and later at St. Thomas College. In 1891 he came to the United States. Here he was employed for a number of years as a clerk by the Banker's Trust Company. But the force behind his long and zealous career as a collector of Negro lore appears to have been generated by a casual statement by one of his elementary teachers on the island. That individual, as Schomburg later recalled, dropped the remark before his pupils that the Negro had no history. There was no bitterness in the observation as he made it, no intended aspersion. Yet the assertion touched off a fire in Schomburg that was still burning brightly at the time of his death on June 10, 1938.

Oddly enough, this story is essential to an understanding of the collection which the One Hundred and Thirty-fifth Street Branch has built around the private library of Arthur A. Schomburg. Here, in fact, is its point of unity, its principle of selection, its area of interest. That the story encompasses and reflects a special need of the community can also be assumed. "The American Negro must remake his past in order to make his future," Schomburg wrote in an essay included in *An Anthology of American Negro Literature*. "When we consider

the facts, certain chapters of American history will have to be reopened." He then pointed to an exhibit of pamphlets, documents, prints, and engravings from the collection in the New York Library and asserted proudly, "Here is the evidence." His argument is worth following:

Though it is orthodox to think of America as the one country where it is unnecessary to have a past, what is a luxury for the nation as a whole becomes a prime social necessity for the Negro. For him, a group tradition must supply compensation for persecution, and pride of race the antidote for prejudice. History must restore what slavery took away, for it is the social damage of slavery that the present generations must repair and offset. So among the rising democratic millions we find the Negro thinking more collectively, more retrospectively than the rest, and apt, out of the very pressure of the present, to become the most enthusiastic antiquarian of them all.

This point of view, Schomburg admitted, is not new. In 1808 Abbé Grégoire, the genius of French abolitionist sentiment, published in Paris a book about distinguished Negroes. Two years later the volume was issued in translation in Germany and England. Compendiums of the same sort have followed at intervals ever since. Many of them, Schomburg grants, have been "over-corrective, ridiculously over-laudatory," but the purpose has generally been sound. Today scholarship in this area is better balanced, and the need is for a well-documented history—a history that is "less a matter of argument and more a matter of record."

Schomburg's own research had, he felt, established at least three conclusions:

First, that the Negro has been, throughout the centuries of controversy, an active collaborator, and often a pioneer, in the struggle for his own freedom and advancement. This is true to a degree which makes it the more surprising that it has not been recognized earlier.

Second, that by virtue of their being regarded as something "exceptional," even by friends and well-wishers, Negroes of attainment and genius have been unfairly disassociated from the group, and group credit lost accordingly.

Third, that the remote racial origins of the Negro, far from being what the race and world have been given to understand, offer a record of credible group achievement, when scientifically viewed, and more important still, that they are of vital general interest because of their bearing upon the beginnings and early development of culture.

The international flavor of his collection becomes understandable when these points are held in mind. Schomburg's European quests and his preoccupation with Latin-American materials begin to make sense. The rarities and treasures which he unearthed begin to take their places in a clear-cut scheme. Under these conditions one would scarcely expect to find the collection putting great store by slave documents. Even folklore could be expected to take second place to records of achievement and evidences of Negro progress.

Jupiter Hammon's *An Address to the Negroes in the State of New York* (edition of 1787), the work of America's first Negro poet, was obviously in the right mood, for Schomburg could heartily applaud the poet's now famous remark: "If we should ever get to Heaven, we shall find nobody to reproach us for being black, or for being slaves." Manuscript poems and early editions of the works of Phillis Wheatley, slave girl, immediately became part of the "evidence" which the collector had dedicated himself to assembling. In the same category were the sermons of Lemuel Haynes, the Negro who served as pastor of a white church in Rutland, Vermont, for thirty years following the Revolutionary War, and John Marrant's St. John's Day eulogy to the "Brothers of African Lodge, No. 459," delivered at Boston in

1789. The scrapbook of Ira Aldridge, Negro actor who won fame in Europe as a Shakespearean actor during the nineteenth century, became an appropriate item. The same could be said for the various editions of *Clotel; or, The President's Daughter; A Narrative of Slave Life in the United States*, the first novel by an American Negro.

Items acquired abroad, some of them even rarer than his American discoveries, frequently tended to reinforce Schomburg's conclusions about the Negro's past. Naturally, a copy of Juan Latino's Latin verse (Granada, 1573) was cause for excitement. The same author's book on the Escorial (1576) was a find of almost equal value. Remembered as incumbent of the chair of poetry at the University of Granada during the reign of Philip V and spoken of as the "best" Latinist of Spain in his day, Latino had not been thought of as a Negro for generations. Schomburg reminded scholars that Juan Latino was a full-blooded African Negro and offered the poet's verse on the return of the Spanish prince from the battle with the Turks at Lepanto, published twenty years before the first of Shakespeare's writings, as an exhibit of Negro accomplishment.

These were starting-points. Latin and Dutch treatises were found. The autobiography of Gustavus Vassa, which led to Granville Sharp's attack on slavery in the British colonies, was included in various editions. Schomburg found copies of the *Almanacs* (1792 and 1793) compiled by Benjamin Banneker, the Negro whose unusual abilities were employed by Thomas Jefferson and others. It is not surprising that the collection had become widely known before the New York Public Library set eyes on it or that Schomburg himself should have been called into the conferences when it

was first proposed to set up the new division in the One Hundred and Thirty-fifth Street Branch.

The transaction by which Schomburg's private library was acquired was not a complicated one. The collection was purchased by the Carnegie Corporation at the suggestion of L. Hollingsworth Wood, Charles S. Johnson, and Eugene Kinckle Jones, officials of the National Urban League. The price, \$10,000, was regarded as token payment, a mere fraction of the collection's actual value. It is thus suggested that Schomburg had a personal interest in placing the books in the Division of Negro Literature, History, and Prints. The first attendant of the collection was Mrs. Catherine Latimer. A later gift from the Carnegie Corporation in 1932 enabled the New York Public Library to retain Mr. Schomburg as curator, a position he held, with certain interruptions, until his death.

In 1939 Lawrence D. Reddick succeeded Schomburg. Since that time accounts of the collection have appeared regularly in the yearly reports of the New York Public Library. Meanwhile, the holdings of the collection have been expanded and the directions of its future development outlined. The search for rarities continues; "old" items still get more than a third of the annual book budget. New books dealing with the subject of the Negro and books by Negro authors are added to the division as soon as published. The collection of manuscripts and letters has been enriched by subsequent contributions. The correspondence between Paul Laurence Dunbar and his agent, Paul R. Reynolds, donated by the son of the latter, was such a gift. Several African collections have come in. These include the Blondiau-Theatre Arts Collection from the

Congo, gathered by Dr. Alain LeRoy Locke; the Nigerian Collection from West Africa, donated by Mrs. Florence Bruce; and the African masks and fetishes placed on exhibit by Mary Hoyt Wiborg. From other patrons of art, as well as artists, have come various single pieces to be added to the collection. There are in the division at least two thousand etchings, lithographs, engravings, and water colors by Negro artists and of Negro subjects. A spectacular new acquisition is the Eric de Kolb Collection of African arms, containing representative war weapons from all over that continent.

The collection has many autographed letters and inscribed volumes. A number of Negro newspapers and magazines of America, as well as some from the West Indies and Africa, are to be found in its files. The projected "Calendar of the Manuscripts in the Schomburg Collection of Negro Literature" will be a large volume. The division also owns a micro-filmed version of the most nearly complete existing file of Frederick Douglass' newspaper.

By reason of its location in the heart of Harlem the Division of Negro History, Literature, and Prints has been associated with a number of related activities. One of these was an experiment in adult education, because "the One Hundred and Thirty-fifth Street Branch Library was recognized throughout the city library system as one that had successfully attempted to make itself a part of its community." Another has been an annual "Honor Roll of Race Relations," the result of an extensive poll of scholars and leaders conducted by the division. Still another has been a series of forums and book evenings which have at one time or another included such speakers as Franz Boas, Percy Stickney Grant,

James Weldon Johnson, Alexander Goldenweiser, May Lamberton Becker, Heywood Broun, W. E. B. DuBois, Carl Van Doren, John W. Vandercook, Christopher Morley, Richard Wright, and scores of others. The division has been visited by Mrs. Franklin D. Roosevelt and praised by Mayor Fiorello La Guardia, who, on the occasion of the cornerstone ceremony, October 28, 1941, made it the object of some of his most ringing eloquence. "We give you the key to the temple of knowledge," said the Mayor. "Come in and use it."

In 1935 a Citizens' Committee of the One Hundred and Thirty-fifth Street Branch Library was formed for the purpose of obtaining more adequate quarters for the steadily expanding work of the library in general and of the division in particular. Twenty prominent Negroes supported the library's request for funds, and in 1940 the Board of Estimate and Apportionment appropriated the final sum and Louis Allen Abramson was named as architect for a new building. For a year, during construction, the division was housed at the Harlem Branch on One Hundred and Twenty-fourth Street. The new quarters into which it moved at the end of that period included the entire top floor of the newest and finest branch library building in New York. Subsequently it adopted officially the name by which it was best known: The Schomburg Collection of Negro Literature.

The collection can now offer its users ample room in which to carry on their investigations. That this was needed is indicated by the steadily increasing number of patrons and the mounting number of books whose authors make due acknowledgment of the collection's value to them.

Like all other collections of its kind,

the Schomburg Collection of Negro Literature has come to the point where it must define the field of its future growth and expansion. Dr. Reddick has set these forth in a recent interview. The collection will continue to add to its resources all new publications that fit into the categories already established. It will consider any title which concerns the Negro in the United States within its scope. Outside the United States it will seek to be exhaustive in the Negro in Latin America, with special reference to the Caribbean, and in Africa in the twentieth century. The collection will take a positive interest in race relations at home and abroad.

Obviously, Schomburg's principles are still the basis for the expansion of the collection which he founded. Dr. Reddick's proposals in no way conflict with Schomburg's own forward glance. "The . . . most fascinating of all of the attempts to open up the closed Negro past," the latter once said, "[is] the important study of African cultural origins and sources. The bigotry of civilization . . . must be corrected at its source. Fundamentally, it has come about from that depreciation of Africa which has sprung up from ignorance of her true rôle and position in human history." The recognition which African sculpture, for example, had received, first in France and Germany, then gradually in the United States, seemed to him to be highly significant.

The treasure of treasures in the Schomburg Collection is, of course, the volume of Juan Latino's poems. Edward Laroque Tinker, columnist for the *New York Times Book Review*, is authority for the statement that this is one of the rarest books in the world. In the Schomburg Collection, however, the Juan Latino is both a treasure and a symbol. It

suggests both the past which the collection has sought to rediscover and the kind of future toward which it strives.

A LIBRARY OF NEGRO AUTHORS: THE ARTHUR B. SPINGARN COLLECTION

The Arthur B. Spingarn library is the only collection of its kind which limits itself to Negro authorship. All the others have focused their interest upon Negro life or history as a subject. The collection which has evolved from this principle of selection has more in common with the Schomburg Collection (with its accent on achievement) than with any of the others examined in connection with this study.

The result is not surprising. Arthur Schomburg started his collection for the purpose of correcting historical misrepresentations which embarrassed him as a Negro. Arthur B. Spingarn, a white man actively interested in the welfare of Negroes, started out to "assemble a small representative group of books that I could show to doubting friends who questioned the intellectual capacity of the Negro." He intended to offer these few specimen books to his own acquaintances who asked, "If the Negro has the capabilities you insist he has, why hasn't he published books to prove it?"

That this plan would gradually extend itself into an endeavor to collect *all* books written by Negroes certainly did not occur to him at that time. Yet this is its present scope and ambition. While the goal has not been achieved, it has undoubtedly been approached. This means that, barring a few score rare items that have eluded the collector, all books by authors known to have been Negroes have found a place on his shelves. Mr. Spingarn admits the obvious possibility that many foreign-language books which

would fall within the area he has selected may have escaped him.

The extension of his first modest endeavor to its present scope he attributes to a human instinct which he has described as the "mania for completeness." Thus, the endeavor to collect "something" the Negro had written became the really large task of acquiring "everything" the Negro had written.

The method by which he proceeded was not unconventional. He began with his own reading and experience. The first step was to acquire as large a list of Negro names as possible to carry in his memory for reference purposes. Whenever these basic names were encountered, they would be recognized. With this equipment he turned to the available check lists, to *Who's Who's*, to American Negro and African college catalogs, to histories, church records, biographies, autobiographies, proceedings of Negro conventions, transactions of lodges, anti-slavery literature, and Negro periodicals.

Abbé Grégoire's book of Negroes of achievement (Paris, 1808) offered a good point of departure. The names included in this volume were followed through the catalogs of the great American libraries, the British Museum, and the Bibliothèque Nationale. An anthology called *Les Cenelles*, published in New Orleans in 1845, became even more useful. Written in French by free men of color, *Les Cenelles* was the earliest collection of poetry by Negro poets in the United States. Its contributors, pursued singly, turned out to be surprisingly good material.

One of them, for example, was Victor Séjour. Spingarn's discovery of this author, one of the most popular dramatists of his period in France, is typical of the general results of his search. French encyclopedias like the *Nouveau Larousse*

illustré and the *Larousse du XX^e siècle* generally assume that Séjour was a Parisian and carelessly state that he was born in the French capital. Nothing is said of his Negro blood, for from their point of view, as in most countries other than the United States, and perhaps Great Britain, this has generally been regarded as an immaterial literary consideration. It has meaning for this collection, however, and Spingarn made it his business to establish the point.

When Séjour's name was found among the colored poets of New Orleans in *Les Cenelles*, Spingarn went to work on his bibliography. A diligent quest, here and in Europe, eventually yielded copies of nearly all the dramatist's twenty-two published plays. Later investigation by scholars whose attention had been drawn to Séjour's origin brought out the fact that he had been born in 1817 in the heart of the old French quarter of New Orleans. His white father, a native of Saint-Domingue (colonial Haiti), and his free colored mother were not married at the time, but later this omission was corrected. Séjour's baptism was recorded in St. Louis Cathedral.

The free colored caste numbered nearly twenty thousand in New Orleans at the time *Les Cenelles* was published. Many of its members were well-to-do, and a surprising number of them were sent to Paris to be educated. Many, like Victor Séjour, remained abroad to escape the restrictions imposed upon their group in New Orleans—though these were, in the main, far less severe than elsewhere in the southern states. Against this background the story of Séjour was easily understood. Moreover, it was a clue to other writers from the same background.

This type of historical and bibliographical detective work was essential to the principle of selection which Spingarn

had adopted. His sources were severely limited. Check lists on the so-called "Negro problem" seldom differentiated white and colored authors, being concerned as they were with the Negro as a subject, not as a point of view or as a voice. A few specialized histories were found to have bibliographies appended, but most of these were too sketchy to be helpful to a man who had undertaken to collect "everything the Negro had written." Even Monroe N. Work's extensive *Bibliography of the Negro* was so far from complete that Spingarn presently found that he had approximately a thousand books and pamphlets not listed in the volume.

None of this is meant to imply that conventional tools were of no help at all. Vernon Loggins' *The Negro Author*, restricted to American authors writing before 1900, was useful within those limits. Specialized check lists of poetry were found; also catalogs of exhibitions. More often, however, Spingarn appears to have relied on his own enterprise. He examined all the existing collections he could find, public and private. He wrote letters to editors and scholars in the United States, in Africa, in the West Indies, and in Central and South America. He made contacts with American consuls in a variety of places. And he hobnobbed with others who were working the same field, exchanging books, stories, and ideas with these kindred spirits. The current output he endeavored to follow through the usual book supplements and trade publications. This presented no special problem.

In the whole world of books, however, the question, "Who is a Negro?" is not an easy one. Neither Walter F. White (*The Fire in the Flint, Flight, Rope and Faggot*) nor Charles W. Chesnutt (*The Conjure Woman, The House behind the*

Cedars, etc.) nor Jean Toomer (*Cane*) would be considered a "Negro" any place other than in the United States or perhaps Great Britain. Yet they live and write as Negroes here. Alexandre Dumas, father and son, and Alexander Pushkin would be classified as Negroes in the United States, though they neither lived nor wrote under such a label. Others, like Audubon and Browning, must be put in a doubtful category.

Spingarn broadened the base of his selection to include any author who would be classified as a Negro in the United States. This, it need scarcely be added, gave him ample scope. It meant, for example, a wide swath for his blade in Brazil, Cuba, and most of Latin America and the Caribbean area. It meant, to put it in quite another way, the inclusion of more than two thousand authors before 1937. Even then the coverage was by no means complete, and since that date it has been steadily expanded.

While foreign publications covered some of the most interesting areas in the field which Spingarn had chosen for himself, they also offered some of the most annoying problems. As has been indicated, Negro authorship is a concept which lacks meaning in many foreign countries. Here and there, however, Spingarn managed to stumble upon the kind of help he needed. The *Bibliografía de autores de la raza de color de Cuba* by Trelles (1927), while neither exhaustive nor completely accurate according to the United States definition of "color," was nevertheless such a help. It listed something over a hundred Cuban writers of Negro blood. Similar assistance was found in an exhibit of books at the Club Atenas in Havana, where seven hundred works by colored Haitians were displayed. To these Spingarn was able to add a bibliography gleaned from the

hundred-and-fifty-year-old work by Abbé Grégoire and from the titles mentioned in Duraciné Vaval's history of Haitian literature and in the anthologies of Louis Morpeau. Then in 1941 Ulrick Duvivier published his useful *Bibliographie générale et méthodique d'Haïti* in two large volumes at Port-au-Prince. This was a start, but it added up to an unimpressive total when considered against the complete output of colored authors in languages other than English. For the rest, Spingarn worked unassisted.

How well he has succeeded can be judged by a sampling of some of his rarities. He has, to begin with, acquired works by all but one or two of the Negro authors mentioned by Grégoire. He has assembled nearly all the items recorded by Loggins. And, within the areas which these men sought to cover, he has found many titles missed by them. Typical of his acquisitions are the following:

1. Juan Latino's *Ad Catholicum pariter et invictissimum Philippum* (Granada, 1573).
2. J. E. J. Capitein's *Dissertation on Slavery* in Latin and in Dutch, published in Leyden in 1742 and his *Sermons* published in Dutch the same year; the former is interesting not only because it is an early, perhaps the first, dissertation of a native African presented to a European University but because of its content; it is a defense of slavery.
3. Some fifteen addresses and petitions by Julien Raymond and other colored residents of St. Domingo addressed to the National Assembly of France during the French Revolution.
4. Some *Royal Almanacs* published by the Court of King Christophe between 1816 and 1820.
5. Probably the only copy of Phillis Wheatley's *Poems* uncut in the original wrappers. The first and American editions, which are rarer than the English edition. Also, some of her verses in broadside pamphlet form published prior and subsequent to her volume of 1773.
6. Two original pamphlets by Jupiter Hammon.
7. The first and later editions of the works of Ignatius Sancho, Gustavus Vassa, and Ottobah Cugoana.

8. Original pamphlets by Richard Allen, Absalom Jones, Benjamin Banneker, Daniel Coker, Paul Cuffe, Abraham Johnstone, Hosea Easton, Lemuel Haynes, John Marrant, Henry Sipkins, Prince Saunders, William Whipper, Martin Delany, Henry Highland Garnett, Nathaniel Paul, Benjamin Hughes, James W. C. Pennington, David Ruggles, Robert Purvis, James McCune Smith, Frederick Douglass, Robert Elliott, P. B. S. Pinchback, Blanche K. Bruce, and F. L. Cardozo.

9. *The Constitution and By-Laws of the Brotherly Union Society* (1833).

10. *The African Methodist Hymn Book*, edited by Bishop Morris Brown (1833).

11. The first four editions of Walker's *Appeal* (two of them called "2d ed.").

12. *Proceedings and Minutes* of about twenty-five early Negro conventions, beginning with 1831.

13. A file of Frederick Douglass' paper, from the first number in 1851 to 1856, not complete.

14. A collection of several hundred slave narratives and autobiographies.

15. *Les Cenelles*, edited by Armand Lanusse in New Orleans (1845); the first anthology of Negro poetry in the United States.

16. Joseph C. Holly's *Freedom's Offerings* (1853); one of only two known copies.

17. The earliest extant known volume of Albery A. Whitman, believed to be unique.

18. A collection of over four hundred volumes of poetry and about an equal number of fiction titles published by colored authors.

19. Several hundred volumes on church history and Negro Masonry.

20. A representative group of works by native Africans and a number of works by natives of the British and French Colonies, Haiti, South and Central America, and Cuba.

21. A collection of upward of two thousand musical compositions by Negroes.

22. Most of the books and many of the pamphlets issued since 1900.

The Spingarn library, while still housed in the collector's home, is available to bona fide scholars, subject to a single stipulation: that they first exhaust the resources of such public institutions as are accessible to them. The books are arranged in six divisions: American, African, French, West Indian, Portuguese and Brazilian, and Dutch and

other languages. The African section is broken down into native dialects, English, French, Arabic, and Portuguese. One subdivision of the French section is devoted to Haitian authors. In the same way the writers who used the Portuguese language are divided geographically.

The American section has been subdivided even further. Here the headings include: (1) church history and theology; (2) slave narratives, biographies, autobiographies; (3) rarities; (4) history; (5) education; (6) proceedings and reports of conventions; (7) sociology; (8) law; (9) medicine; (10) fraternal organizations; (11) notable individuals: W. E. B. DuBois, Frederick Douglass, William Welles Brown, James Weldon Johnson, etc.; (12) poetry; (13) drama; (14) fiction.

These groupings, with the thousands of titles involved, are not to be taken as evidence that the Negro has thrived unduly under his disabilities in America. Spingarn is careful to note that

we have in the United States no Negro poet who can be compared with the Russian Pushkin, the Cuban Placido, the Haytian Durand; no novelist who can be compared with the Frenchman Dumas, or the Brazilian Machado de Assis; no dramatist who can be compared to the Frenchman Dumas fils; and no historian who can be compared in importance (to take but one illustration) to the African author of the *Tarikh-es-Soudan*.

SLAVERY AS A THEME: THE HENRY P. SLAUGHTER LIBRARY

If the Henry P. Slaughter library were recataloged, it could be made to fit neatly into a radial system of classification. In such a scheme the hub would consist of materials on Negro slavery in the United States. The spokes would represent such related subjects as Africa, abolition, freedmen, reconstruction, ancestry of the slaves, descendants of the slaves, etc.

This pattern is, of course, accidental from a librarian's point of view, but, like all accidents, it had its causes. In the case of the Slaughter collection the causes were mainly personal.

Henry P. Slaughter, a Negro and the son of former slaves, traces his book-collecting to impulses awakened in childhood. He recalls a day when, as a school-boy in Louisville, Kentucky, he came home puzzled by the question of how the slaves got the news that they were free. To his surprise his parents were unable to enlighten him. Indeed, he was obliged to wait until he learned to venture beyond conventional textbooks to find his answer.

The question seems insignificant in retrospect, but it was enough to awaken the boy's curiosity about a subject which, by its very nature, was close to his own people—his own family. Slavery could be remembered vividly in those days.

The boy's interest was further spurred when, a year or two later, he carried home a copy of Smith's *School History of Kentucky*. His mother happened to open the textbook during the course of the evening. In a few moments she found herself on familiar ground. The subject was slavery, and the area was one she knew from personal observation. Her interest mounted. Then, quite suddenly, she closed the book with a bang.

"It's not true," she announced. With that, she commenced to set the record to rights for the benefit of her son. The next day she sternly refused to allow the boy to return to school. It was her opinion that he was being maliciously misinformed concerning a vital, though delicate, subject, and she proposed to end it.

Fortunately for the youngster, her wrath was tempered in time, and Henry P. Slaughter returned to complete the school curriculum available to him in

Louisville. But the "damage" had been done. Another natural-born collector's fate had been sealed. Moreover, his field of interest had been staked out for him.

Young Slaughter went to Washington, D.C., just before the turn of the century. He found employment in the Government Printing Office. Here, on the limited income of a civil service employee, he began to gather books on the subject of his greatest curiosity. A few years later his bookish interests earned him the editorship of the *Negro Odd Fellows Journal*. He continued in this capacity twenty-seven years. By increasing his income he was able to intensify his collecting. Subsequent Wall Street investments further extended his capacity to collect. Under these conditions the present library in his Washington home began to take shape—a library which, in its area, has been called "fabulous" by Carl Van Vechten and described as "a very wonderful lot of material" by Charles E. Tuttle. Perhaps "fabulous," if it can be applied with meaning to any library collection, is the right word, for it has been more talked about than described in print, and some of the accounts have been on the marvelous side—witness the article by J. A. Rogers in the *Pittsburgh Courier*. In any case, the legends surrounding the collection and its collector do have genuine story value. The one about the first of Slaughter's wives, a woman who couldn't survive his book-collecting zeal, is typical.

This wife, according to Slaughter's own anecdote, presently found herself in a double quandary. Because her husband put all his financial resources into his library, he was habitually clad in frayed raiment. Because he was without a suitable hat, he was frequently unable to accompany her to social gatherings. The

situation reached a climax one day when Mrs. Slaughter offered to advance her husband the price of a new hat on condition that he attend a dinner with her. He could repay the loan at his own convenience. Slaughter was touched by this proposal. He promptly consented and straightway started toward the haberdashery. It was his misfortune, however, to pass a bookstore. To make matters worse, a clearance sale was in progress. Boldly displayed in the window was a five-volume set of books essential to the Slaughter collection. The little man entered the store shyly. By every means known to him he tried to persuade the clerk to put the books aside for him. This the bookseller was unwilling to do for several reasons, but he was inclined to make a special offer of the volumes to Slaughter on the condition that the latter take them away immediately. The special offer, as fate would have it, was exactly the amount the wife had advanced for the hat.

It is perhaps unnecessary to say that the purchase was made on the spot—with dramatic domestic results. Slaughter vainly attempted to save the situation by having the books packed in a hatbox, but the ruse didn't work. His wife was wise to his ways.

There are many more stories, but this one is perhaps sufficient to indicate that Slaughter's quaint and unusual library has not been collected in a vacuum. The books themselves fill a medium-sized house—a house purchased by Henry P. Slaughter specifically for this purpose. Of course, he happens to live in it too, but he has reserved little enough space for this purpose and has virtually sold himself into slavery to his housekeeper in return for her tolerance of the unorthodox arrangements.

The following items, selected at ran-

dom, are perhaps representative of the character of the collection:

1. Approximately a thousand volumes on Africa.
2. Nearly five hundred on Abraham Lincoln.
3. More than one hundred and fifty slave narratives.
4. Sections devoted to books on Haiti, Negro fraternal orders, Negro churches, Negro soldiers, Negro music, and kindred topics.
5. A large collection of personal letters and autographs, including items from Abraham Lincoln, the members of Lincoln's cabinet, the leading Union generals in the Civil War, members of Congress, and abolitionists like Harriet Beecher Stowe, William Lloyd Garrison, Frederick Douglass, Gerrit Smith, Horace Greeley, John Brown, and Wendell Phillips.
6. Letters of English abolitionists like William Wilberforce, Thomas Clarkson, Granville Sharp, and James Montgomery and of the prominent Haitian revolutionaries, including Toussaint L'Ouverture, Henri Christophe, Jean Jacques Dessalines, and Jean Pierre Boyer.
7. An assortment of autographs and manuscripts.
8. Numerous prints and photographs.
9. Files of various newspapers, including the *New York Age*, the *Odd Fellows Journal*, the *Louisville Defender*, *Baltimore Afro-American*, etc.
10. Files of such magazines as *African Repository*, *Anglo-African*, *Colored American*, *Opportunity*, *Crisis*, etc.
11. Approximately five hundred autographed books by Negro authors.
12. A large collection of poetry of similar authorship.

Slaughter's treasures include most of the known editions of Phillis Wheatley's poems and also those of Jupiter Hammon. He owns three of the rare Benjamin Banneker *Almanacs*—two for 1792 (Baltimore) and one of the 1793 issue (Philadelphia). He has complete sets in first editions of such writers as Frederick Douglass, Booker T. Washington, Albin W. Tourgee, and Paul Laurence Dunbar—not to mention a sheaf of letters by Dunbar.

A catalog of the collection was made

by workers of the Work Projects Administration at the instance of librarians at Howard University and perhaps at the Library of Congress, but Slaughter is not enthusiastic over the results. He has certain reservations about "school-book" librarianship. Pending their gravitation to a public institution, however (after years of reluctance Slaughter is now open-minded on the question of a sale), his own arrangement of the books seems fairly adequate. He has lists of most of his holdings. The rest he remembers!

THE MOORLAND FOUNDATION HOWARD UNIVERSITY

The Moorland Foundation, the Library of Negro Life and History, was created by the board of trustees of Howard University, Washington, D.C., in 1914. The action of the trustees followed by a few months an action of another sort by one of their number. Earlier in the same year Rev. Jesse E. Moorland, a resident of New York City, an official of the Y.M.C.A., and a member of the Howard board since 1907, gave the university his private library. Included were more than three thousand items relating to the Negro, among them books, pamphlets, engravings, portraits, manuscripts, curios, pictures, and many envelopes of clippings. In the Howard Library Rev. Moorland's gift was combined with an older collection of anti-slavery literature, the gift of Lewis Tappan in 1873, and together they formed one of the important collections of such materials in the country:

Since 1914 other scattered collections have gravitated to the Moorland Foundation. The resources, too, have been expanded by year-to-year purchases. Funds have been available, thanks to a variety of circumstances which worked

to Howard's advantage, and they have been used energetically by an active and alert director, Mrs. Dorothy B. Porter. The result is a well-organized reference library, strategically located in the nation's capital, available for serious research, and housed in the new \$1,106,000 Founder's Library at Howard.

The distinguishing feature of this collection, as compared to the others described herein, is its relation to the curriculum of the university. Built originally around the two private collections mentioned above, the Moorland Foundation nevertheless reflects even more strongly another influence. Its growth and expansion have been, in the opinion of its director, basically conditioned by Howard courses in the various aspects of Negro life, literature, and history. The largest of the Negro institutions of higher learning, Howard has had many such courses and not a few others in which the Negro background of its students has tended to slant the teaching. Inevitably the library was affected.

The results of such a principle of selection are perhaps no more unusual than the principle itself. The Moorland Foundation, like the collections at Fisk, Atlanta, and other colored schools, includes everything about the Negro which promises to fit into the educational program of the institution. These materials, viewed as a spectrum, might show rarities like Hiob Ludolf's *A New History of Ethiopia* (London, 1682) and the pamphlet *An African's Anti-slavery Views* (1789) at one end and at the other the titles of "Howardiana," including the writings of Howard faculty members, material about the university, and the university's own publications. In between there would be a number of distinct shades, but where one ended and the other began would be hard to determine.

Perhaps this tendency toward fusion explains the arrangement of a "Catalogue of Books in the Moorland Foundation." This mimeographed publication, also a product of the Work Projects Administration, is broken down not by subject but by the publication dates of the titles listed. An odd side-view results. It is discovered, for example, that of the five hundred pages of annotated items ninety-four are devoted to titles printed between 1682 and 1849. The period between 1850 and 1899 is represented by listings which fill twenty-three pages. Nineteen pages are devoted to unpublished Howard University Master's theses. Some uncataloged pamphlets were also selected for inclusion.

By the spring of 1943 Mrs. Porter estimated that the catalog listings represented less than one-third of the collection's current holdings. New gifts, plus purchases in excess of \$10,000 worth of books in the four-year interval, had brought their number of cataloged items to about 16,500.

The influence of the Moorland Room has been considerable. Its director has written frequently about the collection and the special problems of librarianship which have grown out of it. Her Master's thesis (Columbia, 1932) was on "Afro-American Writing before 1835." Since that time Mrs. Porter has contributed to the *American Scholar* and frequently to the *Journal of Negro Education*.

A credit, too, goes to the Moorland Room for Naomi J. Rushing's "Cataloging and Care of Negro Collections," another Columbia Master's thesis. Miss Rushing is still on the staff of the Howard Library.

OBERLIN'S ANTISLAVERY PROPAGANDA

The antislavery materials in the library of Oberlin College are a part of the

history of the school. Oberlin, it should be remembered, is the school for which John Brown once solicited funds. Its campus was at one time the scene of a heated argument between Stephen Foster, the song-writer, and those who favored compromise and gradualism in the solution of the slavery problem. Founded in 1833 by John J. Shipherd, an avowed abolitionist, and Philo P. Stewart, it touched the controversial issue lightly at first, but two years later Oberlin's president and founder made history by persuading the trustees to permit Negroes to enter the school. The same year the Oberlin Antislavery Society was founded. The views expressed at this time were moderate, but a few months later a group of firebrands invaded the college. They were led by Theodore D. Weld, and all were former students of Lane Seminary in Cincinnati, seceding from the latter institution because of their unbending stand on the slavery issue. Weld and his colleagues thoroughly converted Oberlin College and community to the abolitionist doctrine. Thereafter the place continued to be the center of underground railroad and anti-slavery activity.

With this background the library, inevitably, came into possession of a first-rate stock of the literature of protest issued by the advocates of emancipation during the years of their campaign. In 1932 Geraldine Hopkins Hubbard, preparing a Master of Arts thesis at Oberlin College, counted some seventeen hundred separate items dealing with slavery. This collection, she discovered, could be traced to the original Oberlin Collegiate Institute Library.

The institution passed through a severe financial crisis in 1839-40. Hoping to collect enough money to save the situation, William Dawes and Rev. John

Keep, agents of the college, went to England and made an appeal on the basis of the school's affiliation with the antislavery movement. The British responded, and the representatives of Oberlin acquired, in addition to the needed finances, about six thousand volumes for their library. Among these were many antislavery pamphlets and books, mostly from the British point of view. An indication of their success is the fact that the two-year period of 1822-24 is now represented in the collection by no less than twenty-eight British titles. These include a first edition of Elizabeth Heyrick's *Immediate, Not Gradual Abolition* and items by Thomas Cooper, James Cropper, William Wilberforce, and many others. The copy of Buxton's *The African Slave Trade* which the school's agents brought back is inscribed "To the Deputation from the Oberlin Institution from their and its Friend and Servant, George Thompson, London, May 13, 1839." In a copy of J. J. Gurney's *A Winter in the West Indies* they brought home this inscription: "To John Keep, from his friend Geo. Sturge in pleasing remembrance of his visit to England, 1839-40." Not less valuable, though lacking an inscription, was the copy of Granville Sharp's *A Tract on the Law of Nature and Principles of Action in Man* (1777).

A number of years later, in connection with the opening of the Spear Library building in 1885, a campaign to enlarge the "Historical Collection on Slavery" was undertaken by a faculty committee composed of the Reverend Henry Matson, the librarian, Professor James Monroe, and Professor William Goodell Frost. Three times this committee issued the following appeal: "We have a very valuable collection and desire to make it complete. We desire to secure a copy of every book, pamphlet, report, speech,

tract, newspaper, or private letter bearing upon the subject."

Among those who responded with contributions from their private libraries were Professor John Morgan, Theodore J. Keep, Mrs. Sarah L. Dickinson, Reverend George Clark, and Reverend William W. Patton. Also acquired through the same appeal was the more important gift, through heirs, of the collection of William Goodell. As a front-line abolitionist, active in both the Liberty party and the "Liberty Leaguers," Goodell had assembled materials representing every phase of the movement from the time of its beginning in the United States. His gift, moreover, included his own antislavery works, among them the rare files of the newspapers he edited. Then there were autographed presentation copies which Goodell had received from his colleagues in the movement. Albert Barnes's *An Inquiry into the Scriptural Views of Slavery* was such a volume, as were also La Roy Sunderland's *The Testimony of God against Slavery*, Lucius C. Matlack's *The History of the American Slavery and Methodism*, Foss and Mathews' *Facts for the Baptist Church*, and a first edition of *The Unconstitutionality of Slavery* by Lysander Spooner. And with the Goodell collection came a variety of manuscripts relating to the same subject. Most important of these is the "Declaration of Sentiments of the American Anti-slavery Society" in the handwriting of William Lloyd Garrison.

In the years that have followed, the collection at Oberlin has acquired, by one means or another, an interesting assortment of rarities. Typical of these, perhaps, are the following:

1. Several volumes of *The Liberty Bell*, two of which are autographed by Maria Weston

Chapman and another to S. Margaret Fuller, "with the regards of Oliver Johnson."

2. A copy of W. W. Brown's *Clotel*, autographed by the author.

3. *The History of the Rise, Progress, and Accomplishment of the Abolition of the African Slave-Trade by the British Parliament* by Thomas Clarkson, inscribed to "Wm. W. Patton, from Joseph Sturge per Lewis Tappan."

4. Files of the *Anti-slavery Examiner*, *Anti-slavery Tracts*, *The Liberty Bell*, and *Liberty Minstrel*, not all complete.

Oberlin has also a good collection of the children's literature of the antislavery movement, a most interesting phase of the campaign.

OTHER COLLECTIONS

There are several other important collections of Negroana in the United States. Lacking any easy or convenient method of locating these or of evaluating them from a distance, this reporter employed a device which may not be without a certain quaintness. Knowing that the Charles E. Tuttle Company of Rutland, Vermont, had long made a specialty of the material in which these collections were interested and having seen the undated Tuttle Catalogue No. 113, *Books by and about the Negro and Slavery*, he struck upon the idea of tracing collections of Negro lore through the sales records of this company. The plan may be said to have worked, for it had the interest and co-operation of Mr. Charles E. Tuttle himself, and he had kept detailed notes of his company's transactions. From his cards it was not only possible to determine who was buying in the field and how much but also who had what among the rarer items. Inferences could also be drawn with respect to which collections were static and which growing.

While the more detailed descriptions in the foregoing sections are based in considerable part on personal observa-

tions and interviews with their directors, the following are mainly drawn from evidence and clues provided by the Tuttle files.

Duke-North Carolina.—The combined Negro collections of these two university libraries may be larger than any single collection described in the foregoing pages. Certainly, the Tuttle Company's sales to Duke, for its Flowers Collection of books about the South, would indicate this. Something of the nature and scope of the collections may be surmised from a few available facts. It is known, for example, that the division of the field has given folklore, sociology, and literature, as these pertain to the Negro, to North Carolina and assigned history, the Negro in the Caribbean, etc., to Duke. Even this division of area seems explainable. Guy B. Johnson, a member of the North Carolina faculty, has for years been a leading authority on the Negro, with a great knowledge of folklore and genuine enthusiasm for the material. His volume of "John Henry" songs is one bit of evidence. Howard W. Odum, sociologist in the same institution, made his reputation with books like *Rainbow round My Shoulder* and *Wings on My Feet*, imaginative treatments of Negro materials, and his sociological studies have never been far removed from the mores of those early books. Then there is Paul Green, the dramatist, who despite commercial success on Broadway has maintained his connection with the university at Chapel Hill. Paul Green's plays are predominantly Negro plays, from *The No 'Count Boy* to his Pulitzer Prize winning *In Abraham's Bosom* and his dramatization of Richard Wright's *Native Son*. The university community which includes all three of these unusual southern scholars surprises no one by owning what they have reason to feel is

a "right smart" collection of library materials dealing with the ways of black folks.

Cornell and others.—Like Oberlin, Cornell owns a large body of underground railroad lore and antislavery propaganda. Indeed, its collection is even better known in library circles and is said to be larger than the one at Oberlin. The history behind these resources is perhaps not entirely unlike the background of the Oberlin materials. It is known, for example, that the Gerrit Smith papers and effects went to Cornell and that the community around Utica was as strategically located for underground-railroad passengers as was central Ohio. Furthermore, the abolitionist sentiment was just as strong in Upper New York State. In fact, it would not be too great a mistake to say that for a number of years, while Frederick Douglass was editing his paper in Rochester, the center of gravity of the antislavery campaign shifted to that part of the United States. However that may be, Cornell, with its Samuel Joseph May Collection, is admittedly strong in slavery and antislavery materials.

Indications are that the collection is static, however. The Tuttle Company showed no sales to them and had no records reading "Cornell wants . . .," as was the case with most of the others. Wisconsin, Johns Hopkins, and Pennsylvania, all reputed to have extensive slavery and antislavery collections, were likewise relatively unrepresented on sales or want cards. Michigan, on the other hand, with no reputation for unusual holdings in this field, was buying antislavery items actively and increasingly within a limited area.

Harvard.—The interesting thing about Harvard was that, while it probably had as much Negro material as any library

in the country and while it was adding to its stock as actively as any, it had not thrown these materials together to form any sort of special collection. In its case—lacking any special motivation—this seemed a sensible way of handling the subject. There was both rhyme and reason behind collections like the Schomburg in New York, the James Weldon Johnson at Yale—indeed, behind all of those visited; but, wanting these purposes, it would be idle to invent them.

Two aspects of Harvard's holdings in this field, apart from its obvious volume, seem worth pointing out. First is the tendency to include slavery in the library of the School of Business. If this implies (I'm not sure it does) that Harvard regards the moral and sentimental and propaganda angles of the slavery controversy as of less importance than the business considerations, then librarianship at Harvard has taken a positive step which is interesting in its connotations.

A second point concerning Harvard's Negro materials was also derived from the Tuttle Company's records. T. Franklin Currier appeared to be the individual who represented the library in this field, and T. Franklin Currier is the scholar responsible for the definitive Whittier bibliography. Whittier, being the poet of the antislavery movement, would seem, then, to be the point of contact between the present library staff at Harvard and these Negro materials.

Brown.—The files of the Tuttle Company showed Brown University Library to be in the market for all Negro music and poetry. This special acquisitiveness could, in turn, be traced to S. Foster Damon, the individual in charge of Brown's Harris Collection of American Poetry. Mr. Damon had not only let it be understood that he was to have a

chance at all materials in this field but had frequently been a visitor at the Tuttle establishment and had inspected the cards in the "Negro" cases.

Further research revealed S. Foster Damon as the author of a monograph entitled *The Negro in Early American Songsters*, first read before the American Library Association and including a mention of "Backside Albany" (1812), one of the first of the genre. This paper seemed to throw a certain light on one aspect of his zeal as a curator.

Swarthmore.—Through the efforts of Henry J. Cadbury, whose specialty is the Society of Friends and books and collections which concern Quakers, Swarthmore College appears to have acquired a good stock of material from the Tuttle Negro list. The connection is accidental but obvious. Most historical works relating to the Friends are likely to be concerned with the Negro and slavery in some measure.

Emory.—The testimony of William C. Haygood, a former member of the Emory Library staff, had led me to expect references to their Negro collection in the Tuttle cards. None was discovered. The inference to be drawn is that the books with which they have surrounded the literary effects of Joel Chandler Harris, author of the "Uncle Remus" stories, are mainly "in-print" items. It may be further inferred that the Emory University Library has been more concerned with providing a background for their treasure than with reflecting the Negro scene in a broad context.

Fisk.—One of the foremost Negro collections is located at Fisk University. Fisk, founded in 1869, became a leading Negro institution of learning as a result of the triumphal world tour of its original "Jubilee Singers" in 1871. When Tuskegee Institute was established, based on

the vocational idea of Booker T. Washington, Fisk accepted responsibility for leadership in liberal education for Negroes.

The Fisk Negro collection is, therefore, a long-established one. Indeed, the moment of its creation cannot be fixed, though a certain genesis can be discovered. Determined efforts to build an important collection in this field began in the late 1920's. It was considered in the plans for the new library building, which provided a special room and other facilities for handling these materials. A year or two later Arthur A. Schomburg, not yet employed by the New York Public Library, was secured as curator for the department. During his years at Fisk he laid a basis for a collection not unlike the one he had assembled privately, the philosophy of which has already been discussed.

Later, the library of Willis D. Weatherford, then connected with the Y.M.C.A. College at Nashville, was purchased. This acquisition gave Fisk a Negro collection of impressive size. Subsequent purchases, plus exchanges of many duplicates found among the Weatherford books and among gifts, have given it a continuous growth. For several years S. E. Grinstead served the collection as curator.

Two publications, important to this report, have stemmed from this collection. One is Mr. Grinstead's bibliography of books by or about the Negro; the other, Frances L. Yocom's subject classification of books in this area, published by the H. W. Wilson Company.

Other college and university libraries.—Major and minor Negro collections are also located at such institutions as Atlanta University, Hampton Institute, Virginia Union, Morgan College, Tuskegee Institute, Dillard University,

and others. The ones at Atlanta and at Hampton are of major size, and the one at Dillard appears to be growing rapidly. Mr. Tuttle considered its development most promising from a dealer's point of view. Other circumstances confirm this. Dillard University sponsored extensive studies in the history of Negroes in Louisiana under the Work Projects Administration. Workers of the Writers' Program of the Work Projects Administration of Virginia prepared a "Classified Catalogue of the Negro Collection in the Collis P. Huntington Library of Hampton Institute" in 1940. This work, a thick mimeographed volume, lists 5,075 annotated items, of which 820 deal with the Negro in Africa, the Caribbean area, and Latin America, and the rest with the Negro in the United States.

Other public libraries.—Depending solely on the Tuttle files as a barometer, one would conclude that the Boston Athenaeum, the Cleveland Public, to a lesser extent the Birmingham Public, and, in a different category, the Newberry in Chicago were the most active public libraries in the Negro field, barring, of course, the One Hundred and Thirty-fifth Street Branch in New York City. This, however, is not a complete picture, for it says nothing about popular collections of the kind that have been established in the Hall Branch of the Chicago Public, in the Vernon Branch of the Los Angeles system, and perhaps in many others. None of these would have occasion to do extensive business with a firm like the Tuttle Company, and their occasional purchases provided a basis for no enlightening assumptions. Also neglected by this reckoning are the public libraries of Brooklyn, Burlington, Houston, Providence, etc., all of which have at one time or another reported considerable resources in the field.

That the Newberry Library and the Boston Athenaeum have important strength in this general area could be deduced from the titles of their purchases—often rare pamphlets and other items generally associated with the more exhaustive collections.

Library of Congress.—At the time of the Paris Exposition in 1903, Dan Murray, a Negro and one of the assistants in the Library of Congress, was asked to prepare an exhibit of Negro books and related materials. The exhibition turned out to be so impressive by current standards that the collection was kept together when it was returned to Washington, and continuous additions were made to it during the remainder of Murray's life. Since the death of Dan Murray it has been known as the Murray Collection. Naturally, thanks to strategic advantages, its acquisitions have been impressive.

A good example of the type of material which seems to flow to that collection has just been announced: the complete letters and papers of Booker T. Washington, including a wide correspondence with many of the great historical figures of the past generation relating to the activities of Tuskegee and the whole scope of Negro development in the United States.

As the repository for all books copyrighted in the United States since July,

1898, the Library of Congress collection is, of course, complete within that period. It is by no means limited to the United States or to the years since 1898, however.

Frederick Douglass Memorial.—One of the most interesting and valuable collections of Negroana in America is one of the smallest. It consists entirely of the writings of Frederick Douglass and is housed in the Memorial Home at Anacostia, D.C. Douglass' stature as a Negro leader, before and after the Civil War, is constantly rising. Obscured for a time by the more conciliatory Booker T. Washington, he looms up with the developments of recent history. This new evaluation has drawn sharp attention to his life and works. *A Calendar of the Writings of Frederick Douglass in the Memorial Home at Anacostia, D.C.* was prepared by the District of Columbia Historical Records Survey, Division of Professional and Service Projects of the W.P.A. It is annotated and indexed, contains 310 entries, and has a section of "Documentary References" in addition to a Foreword by the Negro historian, Carter G. Woodson, and a Preface by H. B. Dillard, supervisor of the District of Columbia Historical Records Survey.

This small memorial collection, housed in a shrine, is perhaps a synthesis of all the others—their final meaning.

JOHANN OPORIN, PRINTER, PUBLISHER, AND SCHOLAR: 1507-68

LEONA ROSTENBERG

IN 1526 Johann Herbst, the son of a Strassburg painter, returned to his native city of Basle at the age of nineteen. Here he abandoned the family name and adopted a more becoming Greek substitute, "Oporin," inspired by a line in the verse of Martial.¹ At Basle he followed the career of many an ambitious young humanist and became a corrector for Johann Froben, the most distinguished of the city's printers.² His excellent education as an alumnus of the Strassburg Cathedral School, where he had excelled in Greek and Latin under the tutelage of the Alsatian humanists, Beatus Rhenanus and Hieronymus Gebweiler, and his later studies at the University of Basle served him well in his transcription of classical manuscripts for the Froben press.³

Froben's widow, shortly after his death in 1526, married the printer Johann Herwagen the Elder. The produc-

¹ "Si daret autumnus mihi nomen, Oporinos essem, horrida si brumae sidera, Chimerinos."

The point of this choice is that *Oporina*, the Greek for "early autumn," is the equivalent of Oporin's German name, *Herbst* ("the autumn-one").

² For Oporin's life see Andreas Jociscus, *Oratio de ortu, vita et obitu Ioannis Oporini* (Strassburg, 1569); W. T. Streuber, "Neue Beiträge zur basler Buch-

tion of Basle books was now divided between the flourishing house of Petri and the newly founded company of Herwagen and the Froben heirs. The latter, in reality a family alliance, was dissolved in 1531, its members henceforth

publishing independently or entering new partnerships. Oporin may have worked for the Petris or for any one of the Froben affiliates.⁴

Prior to 1536 Oporin seems to have divided his interests between metaphysical speculations about the present and humanistic preoccupations with the past. Attracted by the scientific prowess of Paracelsus, a visitor to the city, Oporin became his personal servant, hoping to be initiated into the wonders of the alchemical world. But Paracelsus failed to impart the mysteries of abracadabra and in his nightly drunken bouts with his "ghost"

almost killed his faithful servant as he wildly wielded his dagger in thin



THE COVER DESIGN

The printer's marks used by Oporin represent Arion, a legendary Greek poet, who was miraculously saved by a dolphin after being thrown overboard by pirates. They show Arion astride the back of the song-loving dolphin, who is carrying him back to Taenarus while the rescued bard strums his cithara. Oporin's marks include eight variations of the Arion theme; some include his motto: "In via virtuti nulla est via. Fata viam inveniunt" (Ovid *Metamorphoses* xiii. 113).

drucker-Geschichte," in *Beiträge zur vaterländischen Geschichte*, Vol. III (Basle, 1846); Karl Schmidt, "Die Briefe Oporins an den strassburger Prediger Conrad Hubert," *ibid.*, Vol. XIII (Basle, 1893).

³ A. Horawitz and K. Hartfelder, *Briefwechsel des Beatus Rhenanus* (Leipzig, 1886), No. 371.

⁴ Rudolf Wackernagel, *Rechnungsbuch des Johann Froben und Episcopus*, 1557-1564 (Basle, 1881); Paul

air. Deserting this brilliant but irresponsible master, Oporin continued his former profession as corrector and pursued his humanistic interests, not only composing Latin sonnets to his fair "puella Lucia" but writing commentaries upon the works of Solinus, Plutarch, Cicero, and Demosthenes.⁵ With an unquenchable thirst for learning, he was later to beseech his business associate, the erudite Thomas Platter, to instruct him in Hebrew.⁶

Oporin's enthusiasm for the classics was rewarded in 1538, when he was appointed professor of Greek and rhetoric at the University of Basle. "Master Oporin is to lecture twice daily four times a week on Greek grammar and Greek authors. On the other two days he is to read two hours on the rudiments of rhetoric and the art of verse composition."⁷ For this service he received an annual stipend of 80 florins. His university contract indicates that he was already associated with a printing establishment, since the terms of his appointment state: "He is in the meantime to forego work at the press. If not, and if we are no longer content, his lectures are to be suspended." There is an indication, however, that he was not required to sever all connections with the printing firm, for the contract stipulated that he was to provide a substitute for his lectures when he traveled to Frankfurt. Although Oporin discoursed most skill-

fully in Greek upon the *Lives* of Plutarch before a crowded audience, his lectures were "suspended" in 1541, perhaps either by mutual consent of the university head and his Greek professor or because of the pressure of his outside work.

The origin of the printing company with which he was associated is recorded in lively fashion by Thomas Platter, one of the four partners.

When I saw how Herwagen and the other printing masters enjoyed such a good livelihood and derived such great profit from so little effort I thought that I too would become a printing master. Oporin was of like opinion—he moreover having had considerable experience as corrector at different presses. There was a compositor Balthasar Rauch "zum Sessel" [the Froben office] and Ruprecht Winter, the brother-in-law of Oporin. The four of us purchased the equipment of Andreas Cratander for 800 florins, since he and his son Polycarp had turned bookdealers.⁸

This partnership lasted from 1536 to 1541, during which time the company was harassed by disputes, labor trouble, and debt. Platter complained that it was even necessary to work all day on Sunday when "we had to feed the workmen and pay them larger salaries." It may have been either this increase in costs or a decrease in sales that caused the collapse of the partnership and created a liability of 2,000 gulden. In 1541 the partners separated after having divided the type and stock among themselves. Oporin and Winter remained together for an undetermined period. For a short time the former was also associated with Johann Bebel and from 1557 to 1565 with Bernhard Brand. Shortly prior to his death of typhus in 1568, Oporin was in partnership with Nicolaus Episcopus, the husband of Froben's daughter Justina.

Approximately seven hundred books are attributed to the different presses of

Heitz, *Basler Büchermarken bis zum Anfang des 17. Jahrhunderts* (Strassburg, 1895).

⁵ Jociscus, *op. cit.*, pp. 612-15; see also *Athenae rauricae sive catalogus professorum academiae Basiliensis ab a. MCCCCLX ad a. MDCLXXVIII* (Basle, 1778), pp. 271, 351, 353; Conrad Bursian, *Geschichte der klassischen Philologie in Deutschland* (Munich, 1883), I, 108.

⁶ Heinrich Boos (ed.), *Thomas und Felix Platter* (Leipzig, 1878), p. 54.

⁷ Rudolf Thommen, *Geschichte der Universität Basel 1552-1632* (Basle, 1889), p. 357.

⁸ Boos, *op. cit.*, pp. 88-89.

Oporin, and the care and excellence of his printing mark him as a worthy successor of Froben in Basle printing history. These many volumes, bearing the device of Arion designed for him by the Berne artist, Emanuel, at the cost of four batzen, were not all published at Oporin's own office. Because of the pressure of work at his own press, he was frequently compelled to engage the services of local and foreign printers. His association with his Basle colleagues was extensive. By his third and fourth marriages Oporin allied himself with the Herwagen and Amerbach dynasties and by his own business mergers shared his fortune with the printing families of Episcopius [Froben], Bebel, Winter, and Brand. Many of his works were printed by the smaller local presses of Ludwig König, Paul Queck, and Jacob Parcus.

Occasionally Oporin undertook work for other firms. During 1549 and 1550 he printed for Herwagen the histories of Livy and Polybius, the *Fasti* of Ovid, and the *Psalterium* of Wolfgang Musculus. Henric Petri utilized the services of his press for his editions of the *Opera* of Eusebius and the *De situ orbis* of Strabo, both published during the forties, while Isengrin ordered the *Antidotarium* of Nicolaus Myrepsius.⁹

Beyond the city he carried on dealings with Froschauer of Zurich, Apiarius of Bern, Simon du Bosc, Jean Crespin, and Conrad Badius of Geneva. To the south his connections extended to Milan, where the printer Lorenzo Torrentino spoke of him with affection and supplied him with a large number of books. In a letter of September 6, 1542, the Milanese dealer requested the mediating services of their mutual friend, the Swiss humanist Vadianus.

I am sending you a bundle of books which I beg you to forward immediately to Master

⁹ Schmidt, *op. cit.*, p. 426.

Johann Oporin. Please attend to this as soon as possible, since both Oporin and Froben are eager to have these works for the next Lenten Fair. They include all the works of Celio Calcagnini and some commentaries of Antonio Musa Brasavola on Porphyry.¹⁰

Transactions with the Venetian House of Sessa are indicated in a letter of All Saints' Day, 1552, in which Oporin complained that the firm owed Episcopius, Herwagen, and himself 15 florins and 13 batzen.¹¹ To the north he transacted business with Wendel Rihel, Georg Messerschmidt, and Crato Mylius of Strassburg, while Conrad Hubert, the young deacon at the Church of St. Thomas, acted as his agent in importing books from Paris and Lyons. In 1548 this Strassburg friend was asked by Oporin to order from Peter Schoeffer of Mainz "all imperial cameral decrees, new German publications, dispatches, reformation tracts, land-peaces, and other works."¹²

The books printed and imported by Oporin were announced in his sales catalogs of 1552, 1557, and 1567. A man of generous and impulsive nature, Oporin often encountered financial difficulties. His accumulation of debts, he declared, had compelled him to issue his first catalog in 1552 in the hope that the resultant sales would liquidate some of his obligations.¹³

An analysis of his last catalog, that of 1567, which includes works printed for other craftsmen, indicates his particular predilection for the publication of humanistic literature. Of the 706 books listed, half represent the general field of humanism, including the contributions of ancient and modern writers. Another

¹⁰ Emil Arbenz and Hermann Wartmann, *Vadianische Briefsammlung*, Vol. XXX (St. Gall, 1906), No. 1255.

¹¹ Petrus Burmann (ed.), *Marquardi Gudii epistolae* (Utrecht, 1697), No. 89.

¹² Schmidt, *op. cit.*, p. 402. ¹³ *Ibid.*, p. 417.

quarter cover the tracts of theologians and controversialists, while the remaining items may be categorized as history, medicine, science, and jurisprudence. Only sixteen of the volumes enumerated are in the vernacular.¹⁴

Oporin's circulation of belles-lettres may be attributed partly to his own learning and partly to his friendship with many of the foremost scholars of the age. His own erudition ranked him second to

served the world of scholarship. Approximately 65 per cent of the works listed in his 1567 catalog are in octavo size. By placing upon the market a small pocket-size edition, he, like Aldus, offered to the reader a neat, compact work which was handy and inexpensive.¹⁵ His readiness to promote scholarship is further evidenced in his correspondence with Hubert. Hearing of the latter's desire to arrange an anthology of ancient and modern verse,

ANALYSIS OF BOOKS LISTED IN OPORIN'S 1567 CATALOG

	Folio	Quarto	Octavo	16mo	Unrecorded	Total
Humanism.....	26	38	259	11	17	351
Theology.....	25	29	126	2	12	194
History.....	27	5	22	1	6	61
Medicine.....	4	5	17	1	.....	27
Science.....	5	5	12	1	5	28
Jurisprudence.....	7	3	12	.....	11	33
Miscellaneous.....	3	.....	8	.....	1	12
Total.....	97	85	456	16	52	706

Erasmus at Basle and singled him out for distinction by the Elector Frederick of the Palatinate.¹⁵ His friends included Erasmus, Melanchthon, Vadianus, Oecolampadius, and, in general, the religious and intellectual leaders of Basle.

The stress Oporin laid upon scholarship is evidenced by the personnel of his press, the accuracy of his publications, and his personal relationship with authors and customers. For a precise editing of his texts he employed at his printing establishments—"Zum schönen Haus" and "Zum hohen Haus"—the celebrated biblical exegetist, Sébastien Châteillon, the Alsatian humanist, Beatus Rhenanus, the Swiss scholar, Jacob Rubler, and the famous John Foxe during his exile abroad.

By circulating humanistic texts and printing them in small format Oporin

he immediately had recourse to his own library of books and manuscripts and sent his Strassburg friend copies of the *Psalms* of Maurus Musaeus, the *Hymns* of Bruno Seidelius, and the *Poemata* of Avitius.¹⁷ If these could be of no help to Hubert, he was to give them away to poor students. Oporin fully shared the desire of authors that their texts be error-proof and frequently sent them "copy" of their works before the final printing. Similar courtesy was extended to publishers for whom he printed; and in 1557 the Swiss divine, Heinrich Bullinger, was

¹⁴ Oporin's correspondence throws some light on the wholesale and retail price of books. The most expensive production of his press was apparently his edition of Vesalius, *De humani corporis fabrica libri VIII* (folio, 1543). Its wholesale price was 5 gulden, 3 batzen (Schmidt, *op. cit.*, p. 388). Plutarch's *Lives* sold for 1 florin in 1547, the commentary of Martin Borrhaus on Aristotle's *De arte dicendi* cost 10 batzen in 1552, while copies of Lactantius' *Institutes* and the Old Testament were sold at 15 and 12 batzen, respectively, in 1565 (Burmman, *op. cit.*, Nos. 77, 89, 121).

¹⁷ Schmidt, *op. cit.*, p. 407.

¹⁴ *Catalogus librorum per Ioannem Oporinum excursum*, appended to Jociscus, *op. cit.*

¹⁵ Arbenz and Wartmann, *op. cit.*, Vol. XXIX, No. 829; *Athenae rauricae*, p. 353.

informed that a specimen page of his *Commentaries on the Apocalypse* had been sent to Froschauer and himself for their approval.¹⁸ Oporin was one of the few early printers to grant royalties to his authors. In 1554 he paid the Italian physician, Massario, who had edited the works of Celsus, five French crowns and promised in addition eight free copies of the printed edition.¹⁹

His desire for a choice selection of material for his press and its faithful, accurate execution are indicated in his letters begging for better manuscripts and bemoaning the corrupt condition of available texts. Basilius Zanchius, the Vatican librarian, was approached with a request for poems in manuscript which were to be copied and forwarded to Basle.²⁰ Referring to a projected edition of Chalcondylas' *Turkish History*, Oporin informed Melanchthon's son-in-law, Caspar Peucer, that he would like to print it, if he could find a less corrupt manuscript than the one at hand.²¹ Eager to publish Melanchthon's Latin translation of Pindar and Euripides, he remarked to Peucer: "It is impossible to say how much I should like to have [them]." He was likewise eager to secure erudite commentaries on the works of Cicero, which, he stated, if published, "would prove both useful and welcome to scholars."²² While at Frankfurt in 1556 he received from Peucer the catalog of the library of Jacobus Diassorinus, which contained Greek manuscripts and books. Evidently Oporin had intended to acquaint himself with its titles and ultimately to borrow from its owner manuscripts and books for

publication. His activity at Frankfurt, however, prevented a close study of its holdings, and the catalog was returned to Peucer.²³ Occasionally Oporin received unsolicited material. From Melanchthon came the Latin translation of Heliodorus' *Aethiopian History*, with the suggestion that a new edition would attract many readers.²⁴

In Oporin's correspondence his role as a scholar-printer and as a discriminating craftsman is most clearly revealed. His letters reflect the ceaseless activity of his presses, the endless traffic in books, the new best sellers, the latest imports, outgoing shipments, prices, the fairs, and general gossip dear to all centuries.

Among the earliest publications of his first press were the second edition of Calvin's *Institutes*, his *Epistolae duae*, and his *Catechism*, issued in 1536, 1537, and 1538. The celebrated divine was on intimate terms with Oporin and lived with him for two months during the summer of 1538.²⁵ The rapid sale of the *Institutes* is reported in a letter from Oporin to the reformer: "There is not a single copy of the edition printed by us—at least, here at Basle. I believe that there are scarcely fifty now at Frankfurt."²⁶ Other volumes from his first press are discussed in a letter of November, 1538, addressed to Vadianus, who was to receive the *Works* of Aristotle and the *De anima* of the Spanish humanist, Joannes Ludovicus Vives, which in the printer's opinion was "a most excellent book and worthy of perusal."²⁷ In a later

¹⁸ Clemen, *op. cit.*, p. 147.

¹⁹ C. G. Bretschneider (ed.), *Philippi Melanthonis opera* (Halle, 1840), VII, 766.

²⁰ Aimé Louis Herminjard, *Correspondance des réformateurs dans les pays de langue française*, V (Paris, 1878), 147; see also E. Doumergue, *Jean Calvin*, II (Lausanne, 1902), 774.

²¹ Herminjard, *op. cit.*, IV, 206.

²² Arbenz and Wartmann, *op. cit.*, Vol. XXIX, No. 829.

¹⁸ Streuber, *op. cit.*, p. 109.

¹⁹ Schmidt, *op. cit.*, p. 416.

²⁰ *Ibid.*, p. 408.

²¹ Otto Clemen, "Vier Briefe des Buchdruckers Johann Oporin an Kaspar Peucer," in *Gutenberg Jahrbuch*, XI (Mainz, 1936), 148.

²² Burmann, *op. cit.*, No. 77.

letter Oporin referred to a pending shipment of the *Latina lingua* of Vives, his commentary on the *Bucolica* of Virgil, and a compilation of Greek authors relating to agriculture.²⁸ A note sent to Vadianus on April 6, 1539, mentions the Latin translation of Aristotle's *De virtutibus*. "Regarding other items which were completed at our press during the past winter I can name the *Geoponica*, the *De plantis* of Aristotle, which was recently discovered in Italy and has never been published before, and the *Deeds of Alexander* in Greek and Latin by Arrian."²⁹ The following spring Vadianus was sent copies of a historical treatise by the Byzantine scholar, Georgius Gemisthos Plethon, and the *Poemata* of the Ferrarese novelist, Giovanni Battista Giralaldi Cinzio.³⁰ Occasionally, however, Oporin reported a dull season in Basle. "Nobody here has received anything new of which I know with the exception of a certain tragedy entitled *Pyrogopolinicus*. Myconius has a copy—the only one."³¹ Confronted with a lack of new material, he asked Vadianus to send him whatever he had been reading. In December, 1545, Torrentino informed Oporin that there was nothing new at Bologna "other than a tragedy of Euripides entitled *Electra* which was recently discovered and printed at Rome."³²

Among the publications of 1542, allusion is made to the *Categories* of Aristotle and the *Institutiones* of Porphyry. Both works had been edited by the Benedictine, Joachim Perion of Paris, esteemed by Oporin as "most learned and industrious."³³ Among the volumes dis-

patched to Vadianus was a copy of the magnificent edition of Vesalius' *Anatomy*, which was irretrievably lost when Oporin's messenger "suddenly seized with dizziness plunged headlong into a river."³⁴ This most notable production of his press completely eclipses all his other works and will remain forever as an outstanding achievement in the history of printing.

Oporin's correspondence of 1546 enthusiastically reports his hope to print "certain tragedies and comedies for the coming fairs and the *Pentateuch*, which has been translated in a manner other than before with the commentaries of Sébastien Châteillon."³⁵ A few years later Oporin was busy reprinting an edition of the *Dialectica* of Perion, a copy of which had been brought from Ghent to Basle by an itinerant bookseller. Like the majority of his colleagues, Oporin had few scruples against piracy, and in 1548 he referred with much delight to a copy of the Wittenberg edition of Melancthon's *Erotemata dialectica* which he had purchased with the intention of a future reprint, since he considered it the best edition.³⁶ His correspondence of 1550 refers to the publication of the *Greek Itinerary* of Pausanias, the *Roman Topography* of Bartolomeo Marliani, the *Strategemata* of Polyaeus, the *Colloquies* of Jean Morisot, and the *Duties of a Prince* by Johann Omphalius.³⁷ His most recent publications were sent to Peucer from the Frankfurt autumn fair of 1556: the *Aristologia* of Pindar edited by Michael Neander, the *Tragedies of Sophocles* with the commentaries of Joachim Camerarius, the *Sacred History* of Sulpicius

²⁸ *Ibid.*, No. 1033.

²⁹ *Ibid.*, No. 1052.

³⁰ *Ibid.*, No. 1103.

³¹ *Ibid.*, Vol. XXX, No. 1184.

³² *Ibid.*, No. 1436.

³³ *Ibid.*, No. 1252.

³⁴ *Ibid.*, No. 1301.

³⁵ *Ibid.*, No. 1440.

³⁶ Schmidt, *op. cit.*, p. 395; Arbenz and Wartmann, *op. cit.*, Vol. XXX, No. 1607.

³⁷ Burmann, *op. cit.*, No. 81.

Severus, and the *De republica* of Plato, annotated by Sebastian Fox.³⁸

In 1567, the year before his death, Oporin sold his business to the brothers Gemusaeus and Bartholomew Han. Despite their payment of 11,000 gulden, the debts left by Oporin upon his death amounted to 10,000 gulden.³⁹ His financial straits may be attributed to the failure of customers to settle their obligations, as well as to the generosity with which he offered his home and purse to religious exiles. In 1554 he stated that the Italian reformers, Girolamo Zanchi and Petrus Martyr Vermigli, owed him 20 gulden for books purchased during the year. At his home they, like others, had found refuge. Oporin had sheltered not only Calvin, but Farel, Châteillon, and the anti-Calvinist, Matteo Gribaldi of Padua. In 1547 he informed Hubert that he had brought with him from Zurich the venerable Bernardino Ochino, "who will stay with us and partake of our common goods until we find him a home."⁴⁰ On the other hand, Oporin's financial embarrassment may have been caused by his ambition and overproduction. Throughout his career he decried the high cost of printing, remarking that his ill-starred edition of the Koran (1543) had cost him 400 gulden.⁴¹ Despite his statement in 1554 that he was sufficiently busy to keep ten presses occupied instead of the six in use, only two years earlier he had complained that he was unable to begin work on an edition of Cicero's

orations and the *Ecclesiastical History* of Nicephorus Callistus, since these projects would amount to more than 2,000 gulden.⁴²

Although harassed by debt at his death, Oporin nevertheless bequeathed to his age and future generations a rich legacy. No mere dilettante, he was proficient in the arts, conversant with the ancient tongues, and adept at his trade. Like his predecessor, Froben, he enjoyed the friendship of scholars and brought to his press the fruits of their scholarship. His appreciation of learning is discernible in the carefully edited volumes which bear his imprint.

A study of Oporin's career reveals to some extent the nature of sixteenth-century printing and literature. Through his hands passed manuscripts from Italy, type newly molded for his press, texts to be reprinted, "copy" to be approved, and sheets to be packed for the approaching fair. The volume of his activity extended beyond the city gates, beyond the Alps—to Milan and Strassburg, to Venice and Frankfurt. At his printing house, staffed by a competent personnel, enlivened by the din of six presses, and crowded with the accumulation of yellowed codices, he lived the life of a successful printer, publisher, and scholar. Justly, Oporin earned the tribute: "Typographus doctus, operosus, elegans."⁴³

Oporin is the last of the great Basle printers. With his death the quality of printing succumbed to careless, hasty workmanship, and his publication of the classics was superseded by the circulation of arid theological polemics.

³⁸ Clemen, *op. cit.*, p. 142.

³⁹ Schmidt, *op. cit.*, p. 424.

⁴⁰ *Ibid.*, p. 415.

⁴¹ Johann Wilhelm Baum, August Eduard Cunitz, and Eduard Reuss (eds.), *Ioannis Calvini opera*, VIII (Braunschweig, 1870), 188.

⁴² Schmidt, *op. cit.*, p. 417.

⁴³ Alfred Hartmann (ed.), *Basilea Latina* (Basle, 1931), p. 207.

THE SUBJECT CATALOG IN THE COLLEGE LIBRARY

AN INVESTIGATION OF TERMINOLOGY

PATRICIA B. KNAPP

THE COLLEGES, THE LIBRARY, AND THE CATALOG

THE background necessary for understanding the results of this study includes consideration of the schools in which the investigation was made, the library which serves the schools, the nature of the catalog, and the procedure which was followed in the investigation.

The colleges.—The study was made in the library of Chicago Teachers College and Woodrow Wilson Junior College, publicly supported city colleges located on the same campus and using the library jointly. The undergraduate enrollment of Chicago Teachers College at the time of the study (spring, 1943) was 878; that of the Junior College was 1,223. The Teachers College offers a Bachelor of Education degree, and all teachers in the Chicago school system are required to graduate from the college before they may be appointed to a teaching position in the Chicago system. Entrance to the college is by examinations, both oral and written. The Junior College is tax supported, and graduation from an accredited high school is the only requirement for admission.

Curriculums.—The curriculum of the Teachers College is similar to that of many teachers colleges, offering courses in the liberal arts and general science as well as in educational method. Students are required to take certain general courses, a certain number in English literature and in science, and specified

courses in education. Their sixth semester is spent practice-teaching in the Chicago schools. Since 1940 the college has offered a Master's degree in education.

The curriculum of the Junior College resembles that of the College at the University of Chicago, offering survey courses in the humanities, the physical sciences, the biological sciences, and the social sciences and introductory and intermediate courses in these subject fields. The certificate granted for satisfactory completion of the two-year curriculum is honored for two years of college credits at most institutions of higher education in the area.

The two colleges differ from other institutions of similar scope and size in that they are city colleges. Students for the most part live at home and, in some cases, commute from long distances. There are no dormitories, and the buildings are seldom open at night. Because of the fact that attendance at the Teachers College is imperative for any person who desires to teach in the Chicago school system, the College draws students from all sections of the city and from all classes of its citizens. The Junior College, on the other hand, is one of three tax-supported city colleges and, in consequence, draws students only from the south and southwest sections of the city and, as a rule, from among people who cannot afford to send their children to state or privately supported universities and colleges.

Such library training as the students

formally receive in either of the colleges is embodied in the standard units in the orientation courses and in two or three lectures in these classes by the librarian. Here students are acquainted with the parts of a book. They learn the main classes of the classification. They are instructed in the use of standard reference tools, such as encyclopedias, dictionaries, periodical indexes, yearbooks, almanacs, and biographical dictionaries, and are expected to learn the type of information which can be acquired from each of them. Their instruction in regard to the use of the catalog is, comparatively, less thorough. They are taught the meaning of the items on the standard catalog card and are informed that, in general, every book in the library is entered under the name of the author, the title, and the subject. They may be given examples of subject headings, but they are not instructed as to the types of subject headings, the types of subdivisions, or the filing.¹

This lack may not be realized by instructors or students. For example, a student who needed material on nineteenth-century English literature was observed to look under the heading "English Literature." Satisfied that the items listed there were all that the library contained relevant to her need, she never discovered the period subdivisions under the heading. From the fact that she found material she could use, it does not follow that she discovered the material best suited to her need—in other

words, that she was able to make fullest use of the subject catalog.

The library.—The library contains approximately 45,000 volumes. There are nine staff members: the librarian, his secretary, two assistants in the catalog department, two in reference, and three in circulation. The main reading-room houses the reference collection on open shelves and the general circulating collection in closed stacks. The reserve reading-room houses the reserve collection on open shelves.

The collection varies from the usual liberal arts collection only in respect to emphasis on the field of education and methods of teaching. Because of the graduate work which is offered in the Teachers College, it is now an established policy that the library shall specialize to some extent in the field of education. Because the colleges are city institutions, moreover, Chicago material has been designated as another field of specialization. Students are expected to make use of the library facilities in other institutions of the city, such as the University of Chicago, the John Crerar Library, Newberry Library, and the Chicago Public Library, for specialized needs falling outside their own curriculums.

The catalog.—Certain characteristics of the catalog have particular bearing on the study. First, the catalog is divided into two sections, author-title and subject. This division made it possible to ascertain immediately those of the catalog users whose needs were of the subject type. Another effect lay in the fact that titles might not be used for subject reference.

The recent history of the catalog also has bearing on the study. When the catalog was originally made, the American Library Association's *List of Subject Headings for Use in Dictionary Catalogs*

¹ An examination of manuals of instruction and library keys, such as Zaidee Brown, *The Library Key* (New York: H. W. Wilson Co., 1927), Elizabeth Scripture, *Find It Yourself!* (New York: H. W. Wilson Co., 1927), and Margaret Hutchins, *Guide to the Use of Libraries* (5th ed.; New York: H. W. Wilson Co., 1938), indicates that the library instruction described above is similar to that given elsewhere.

was used as authority. Cross-references were made to some extent, but they were not recorded in any authority list. Nor was any sort of an authority list made or checked as to what subject headings had been used. In 1934 the library became a subscriber to the Library of Congress card service. Variation between the two lists of subject headings was soon apparent, but not until 1940 was there any systematic attempt made to reconcile the differences. At that time Sears was accepted as a basic authority list, with the Library of Congress list used to supplement it for necessary expansion. A systematic plan to provide all cross-references indicated in Sears was put in action. At the time of the study, almost all the old American Library Association subject headings had been changed and almost all the needed cross-references had been made. Since the work was not entirely completed, it is quite possible that the use of the catalog is to some extent affected by some remaining inconsistencies in terminology and by the absence of a few necessary cross-references.

The present policy in regard to subject headings provides for acceptance of the Sears list as an authority, with liberal supplementation from the Library of Congress list. In the few instances in which Sears differs from the Library of Congress, the Library of Congress becomes the authority. Exceptions are made in the field of education, where it has been observed that headings more specific than those indicated by the Library of Congress are needed and where acceptance of Library of Congress headings would result in too concentrated a grouping of material under headings beginning with the word "Education."

Other policies relevant to the study are: first, the duplication of cards for biographies for the author catalog, so that material about a person will be

found next to material by him; and, second, the avoidance of inverted titles used in place of subject headings. In the latter case the entry is omitted; a subject heading is substituted, if it is thought useful; or a catch-title is substituted, if it is thought likely that the catalog user will so remember the title.

PRELIMINARY ANALYSIS FOR THE DEVELOPMENT OF A PROCEDURE

In the preceding article² the stated rules of subject cataloging were examined, an attempt was made to describe the assumptions behind these rules and to offer certain examples of present practice, and the assumptions were analyzed in terms of the catalog users' needs. The study described in this article represents an investigation of the actual use of the subject catalog, in an effort to determine whether or not the assumptions upon which subject cataloging is based hold true in actual practice.

The arrangement of subject cards in the dictionary catalog is entirely dependent upon the terms chosen for subject headings. It is apparent, therefore, that a person who consults the catalog must look under the term by which the material he needs is described in the subject catalog. The ability of the subject catalog to serve the user is determined by this factor of terminology. It follows that evidence in regard to service which the subject catalog renders to the user might well consist of a comparison between the terminology employed by students in consulting the subject catalog and that employed in the subject catalog to describe the library material they need. Data were gathered with this end in view.

Analysis of categories.—The data con-

² Patricia B. Knapp, "The Subject Catalog in the College Library: The Background of Subject Cataloging," *Library Quarterly*, XIV (1944), 108-18.

sist of two lists of terms: those under which students look for subject material and those by which material is described in the subject catalog. It is important that a distinction be made between these lists. The first list, consisting of students' terms, describes the subject needs of the students. The second list describes the material in the library. A preliminary classification of the students' subject needs as related to subject headings resulted in the establishment of five categories.

In the first category the material is described in identical terms in both lists. In other words, the student looks for the material he needs under the identical term by which the catalog describes the relevant material in the library. For the purposes of this study a similarity between terms close enough to result in their being filed together is considered identity. In this category the catalog has served the purpose of the student.

In the second category the material is described in different terms in the two lists. Here, the material which the student needs is in the library but is described by the catalog in terms different from those which the student uses in consulting the catalog. The catalog has failed in its purpose of revealing the resources of the library to the user.

In the third category the material is described in the students' list of terms but does not appear among the subject headings in the catalog. This category includes instances in which the material which the student needs is in the library but is not entered in the subject catalog. The problem of the omission of subject cards for certain library material has been discussed by Miss Hitchcock.³ Its

interest in this study lies only in the extent to which actual use of the subject catalog may condemn or justify present practice in this matter. The catalog has not served its purpose in the cases which fall into this category, but its failure does not lie in the choice of subject headings. Because this investigation is primarily concerned with the problem of terminology in subject headings, therefore, our interest in the problem of subject-card omission is only incidental.

In the fourth category the material is described in the students' list of terms but does not appear among the subject headings because the relevant material is not in the library. There is no failure on the part of the catalog in this case.

In the fifth category the material is described in the students' list of terms but does not appear among the subject headings because the library does not contain any item *specifically* relevant to the needs of the student. This category includes those cases in which the material which the student needs in is the library, but only as part of more general material. It is the most complex of the five categories because in it the student's success in finding material is not determined by his use of the "correct" term. For example, if a student wants material on ants, and the library has no book on ants, he would have better success looking under "Insects" than under "Ants." But the proper heading for a book on ants would, nevertheless, be "Ants." Consequently, the student uses too general a term if he looks under "Insects." It is evident that an analysis of the relationship between the two lists of terms must rest on a comparison of the student's term with that which would have been used in the catalog had the library contained an item of library material relevant to the student's need and specific enough to warrant a specific sub-

³ Jennette Eliza Hitchcock, "The Coverage of Material under the Subject Entries of the Dictionary Catalog in American University Libraries" (unpublished Master's thesis, Graduate Library School, University of Chicago, 1938).

ject entry. Reclassification of the cases which fall in the fifth category, therefore, would result in their falling into either the first or the second category.

Procedure.—In order that the data could be obtained with as little effort on the part of the students as possible, the interview was selected as the basic method of the study. The information which had to be obtained from the student consisted of (1) the subject on which he needed material and (2) the subject heading or headings under which he looked for this material. The interviewer tried to make each student express his subject as explicitly as possible, at the same time avoiding the use of any term which might suggest a subject heading to the student. Then she observed the student's consultation of the catalog, noting each case in which a cross-reference had any effect on the student's efforts. The interviewer also asked the student his school and year, so that any influence of these data on the final results might be determined. At the close of the interview the subject heading which was used in the catalog to describe the material relevant to the student's need was also noted. No attempt was made at any time to determine the extent to which the material which the student discovered, or should have discovered, actually filled his needs.

The form developed for recording the data was made as simple as was consistent with the information to be gathered and the analysis proposed. The items recorded at the time of the interview were date, time, school, year, subject, student's term, and subject heading. The relationships were classified and the terms analyzed later. A separate form was used for each term under which a student looked for material, but in cases in which one student tried a number of terms in his search for a single sub-

ject the forms were numbered so that his progress might be analyzed. So that the evidence should not be distorted by any one assignment or series of assignments, the interviews were distributed over a period of eight weeks, from May 3 to June 25, 1943. No attempt was made to interview all the students who used the subject catalog during that period. Specific hours, varied from day to day, were set aside for interviewing. During those hours all students who used the subject catalog were interviewed unless a sudden rush made it impossible to reach all of them. Although it was not the purpose of the study to procure a sample large enough to result in findings which would have value for prediction, the pattern of students' approach to the subject catalog hereinafter described became evident early in the course of the interviews. From this fact it may be inferred that the cases used were fairly representative of the results which might be expected from further investigation in the same library.

The first assumption in the procedure described was that the student could and would describe his subject in such a way that the interviewer might be able to determine what material would be of service to him. This assumption was probably justified by the facts that the interviewer was familiar with the curriculum, the collection, and the subject headings and that students' difficulties in using the catalog, as demonstrated in the results of the study, lie more in their inability to express their subjects in subject-heading terms than in their inability to express their subjects in generally understandable terms.

The second and less important assumption was that the student's use of the catalog would not be influenced by the fact that he was being interviewed.

Because he was not asked to give his name and because the interviewer took care to remain as unobtrusive as possible, this assumption is probably justified.

THE FINDINGS

The interviews.—During the course of the study 219 interviews were conducted. No attempt was made to ascertain the number of different students interviewed, but observation indicated that not more than ten times was a student the subject of more than one interview. Table 1 shows the school and year of the students interviewed and relates these figures to the enrolment in each.

These figures may indicate the extent to which the catalog is used by the respective classes. For example, it appears that the subject catalog is used by a considerably greater number of Teachers College than Junior College students in proportion to the respective enrolments. But no valid conclusions in this respect may be drawn from a sample of this size.

The interviews were further analyzed in regard to the number of terms under which each student consulted the catalog and in regard to the success of each student in achieving his purpose. Success was defined as looking under the term by which the catalog described the library's holdings in the subject desired. There were several cases in which the student used the "correct" term in consulting the catalog but was not satisfied with, or did not understand, the cards he found and therefore searched further. There were also the other cases, mentioned above, in which the student used the "correct" term but found no cards under the heading because the library did not contain an item of library material dealing specifically with the subject he needed.

One hundred and forty-eight out of the

219 students looked under only one heading in the catalog. In 96 cases they looked under the term used in the catalog to describe the material they needed; in other words, they were successful. In 46 cases they looked under a different term, and in 6 cases they looked under omitted terms. Various explanations may be given to account for students' failure to pursue their search at the catalog further. Some may have given up the search completely. Some went to another library tool or to the reference librarian or directly to the shelves. Some who found

TABLE 1
ENROLMENT AND NUMBER OF INTERVIEWS

College	Year	Enrolment	Number of Interviews	Percentage of Enrolment Interviewed
Junior College...	{ 1	880	71	8.1
	{ 2	343	22	6.4
Teachers College	{ 1	257	31	12.1
	{ 2	235	21	8.9
	{ 3	148	20	13.5
	{ 4	238	54	22.7

cards with the heading under which they looked were misled into believing that the material listed there was suitable to their purposes.

Seventy-one of the students looked under more than one heading in their search for material. In 54 cases, one or more of these terms was identical with that used in the catalog. In 17 cases not one of the terms was the one under which the material could be found.

A consideration of these two types of interview together reveals that in the 219 cases 150 students were, at some stage in their consultation of the catalog, successful in their choice of term under which to look for material. But 69 were unsuccessful. Approximately one-third

of the students interviewed differed from the catalog in their choice of terms for the description of library material. And 54 out of the 150 who were successful required from two to eight attempts to achieve their purposes.

The success of students in using the catalog was further analyzed in regard to its distribution among the academic classes. The results of this analysis are presented in Table 2. The variation

the catalog. (The discrepancy between this figure and that for successful students may be explained by those cases in which the catalog uses more than one term to describe the same or closely related material; the same student, therefore, might use more than one "correct" term.) One hundred and seventy-two of the students' terms differed from those used in the catalog. In 7 cases students looked under terms which were omitted

TABLE 2
SUCCESS OF STUDENTS IN USING THE CATALOG ACCORDING TO SCHOOL AND YEAR

	JUNIOR COLLEGE		TEACHERS COLLEGE				TOTAL
	Class 1	Class 2	Class 1	Class 2	Class 3	Class 4	
No. interviewed.....	71	22	31	21	20	54	219
No. using identical term (only try)...	33	12	8	8	8	27	96
No. using identical term (several tries)...	18	6	8	7	4	11	54
Total successful.....	51	18	16	15	12	38	150
Percentage of total successful.....	71.8	81.8	51.6	71.4	60.0	70.4	68.0
No. using different terms* (only try)...	17	3	12	4	6	10	52
No. using no identical term* (several tries).....	3	1	3	2	2	6	17
Total unsuccessful.....	20	4	15	6	8	16	69
Percentage of total unsuccessful....	28.2	18.2	48.4	28.6	40.0	29.6	32.0
Total percentage.....	100.0	100.0	100.0	100.0	100.0	100.0	100.0

* Including omitted terms.

among the classes which is brought out by these figures is no more than might have been expected from an analysis of such a small number of cases. There is no indication of a significant increase in success in using the catalog concurrent with progress through the academic classes.

Students' terms.—Next, the students' terms were considered in themselves, apart from their occurrence in the interviews. The students consulted the catalog under 336 terms. Of the 336 terms, 157 were identical with the terms used in

from the catalog. There were two instances in which the library contained no material relevant to the student's need, but these were reclassified in the first two categories, as were those cases which fell into the fifth category—that in which the library contained no item of library material in the subject needed by the student which was specific enough to deserve a specific subject heading.

In order to determine as far as possible the amount of effort the student must expend in achieving his purpose, the pre-

liminary classification was broken down on the basis of the point at which the term occurred in the interview. The results are shown in Table 3.

From the point of view of this study, the success of the student in using the catalog is determined by the terminology which he employs in approaching it. The primary interest, therefore, is in the terms he uses which differ from those used as subject headings. Examination of these different terms resulted in the establishment of eleven categories of types of difference.

The first class includes all terms which are more general than necessary. This type of difference has been commonly observed by those who have watched students use the catalog and is found here to be the most prevalent type. An example is the use of the term "War" when the student needs material on the financing of the present war. He should look under "World War, 1939—Economic Aspects."

The second class includes terms which are specific rather than a specific subdivision under a general heading. It may be exemplified by the case in which a student who wanted mathematical tables looked under "Tables" rather than under "Mathematics—Tables, Exercises, etc."

The third class includes cases in which the student looked under the subject itself rather than under the subject used as a subdivision of a place name. For example, the student who wanted a book on American foreign relations looked under "Foreign Relations" instead of under "U.S.—Foreign Relations."

The fourth class includes terms which are more modern than the terms used as subject headings. The student who wanted a book on sharecropping should have

looked under "Land Tenure—U.S." instead of under "Sharecropping."

The fifth class includes cases in which the student defined his need in more specific terms than was justified. It is exemplified by the case in which the student looked under "Locomotives" when she wanted a juvenile book on trains. The proper entry was "Railroads—Juvenile Literature."

The sixth class is the opposite of the fourth. It includes cases in which the

TABLE 3
CLASSIFICATION OF IDENTICAL, DIFFERENT, AND OMITTED TERMS ACCORDING TO THE POINT AT WHICH THEY OCCURRED IN THE INTERVIEW

	Identical Terms	Different Terms	Omitted Terms	Total
Only try.....	96	46	6	148
First try.....	22	49		71
Second try.....	30	39	1	70
Third try.....	3	23		26
Fourth try.....	4	10		14
Fifth try.....	1	3		4
Sixth try.....		1		1
Seventh try.....		1		1
Eighth try.....	1			1
Total.....	157	172	7	336

student looked under the place name rather than under a geographic subdivision of a subject entry. The student who wanted material on Russian schools looked under "Russia" and its subdivisions instead of under the entry used, "Education—Russia."

The seventh class is related to the second. It includes cases in which the student looked under the general heading but did not reach the subdivision which was relevant to his need. The student who wanted a history of physical education missed the material he needed because he did not pursue his search under

the heading "Physical Education" until he reached the subdivision "History."

The eighth class includes those cases in which the student defined the information he needed in terms of the form of literature which exemplified it rather than in terms of the material about the form. A student who wished information about the Greek unities looked under "Greek Plays" rather than under "Greek Drama—History and Criticism."

under "Zoölogy—Africa," or "Vertebrates—Africa."

Finally, the eleventh class includes cases in which the student looked under a different spelling or form of a word than is used in the subject headings. One student looked under "Sulfur" rather than under "Sulphur"; another, under "Antoinette" rather than under "Marie Antoinette."

Table 4 indicates the number of cases

TABLE 4
RANKED CLASSES OF DIFFERENCE AND PLACE OF TERM IN INTERVIEW

Classes of Difference	Only Try	1st Try	2d Try	3d Try	4th Try	5th Try	6th Try	7th Try	Total	Percentage
1. More general	16	10	13	12	3				54	31.4
2. Specific, not subdivision	5	10	2	4	4	1	1		27	15.7
3. Subject, not place	10	8	6	2					26	15.1
4. More modern	7	9	4	1		1			22	12.8
5. Specific	1	3	6	2	2	1			15	8.7
6. Place, not subject	1	3	2	1					7	4.1
7. Not subdivided	4		1		1				6	3.5
8. Form		2	3					1	6	3.5
9. Phrase		2	2						4	2.3
10. Popular	1	1		1					3	1.7
11. Variant	1	1							2	1.2
Total	46	49	39	23	10	3	1	1	172	100.0
Percentage in first four classes	83	74	66	83	70	67	100	0	75	.....

The ninth class includes those cases in which the student described his needs in terms of a phrase or topic. He looked under the first word of the phrase, no matter how ambiguous it might be. Assigned the topic "Lower the Voting Age to Eighteen," one student looked under the word "Lower."

The tenth class includes cases in which the student used more popular terminology than that employed for subject headings. It is much less prevalent than might have been expected. A student who needed material on the animal life of Africa looked under "Animals" when he would have had more success looking

falling into each of these eleven classes. The interesting fact which is brought out in the table is that 75 per cent of the cases are included in the first four classes. These classes, therefore, are especially deserving of careful consideration.

Interpretation.—The figures presented in Table 4 have no meaning in themselves. They become significant only when they are interpreted in the light of the purposes of subject cataloging, the principles upon which it is based, and the assumptions underlying them. Inasmuch as the primary purpose of subject cataloging is service to the user, the principles basic to subject cataloging practice have

been or should have been formulated with that end in view. In the absence of data as to the needs of the user and his ability to use the catalog for satisfying them, the principles behind subject cataloging must necessarily rest on assumptions. The success of subject cataloging in achieving its purpose, therefore, can be evaluated only by testing these assumptions in terms of actual data. The next step in the study is to apply the classes of difference which have been perceived to the assumptions which have been shown to underlie the principles of subject cataloging.⁴

The basic principle of subject cataloging for the dictionary catalog is the rule of specific entry. But the findings in regard to differences between students' terms and subject headings indicate that the most prevalent difference is that in which the student's term is more general than the subject heading. More than 31 per cent of the cases fall into this class. It follows that if the rule of specific entry is essential to subject cataloging, some justification must be made for it other than simply that of service to the user. It may be that the usefulness of the principle can be demonstrated, but it is evident that the principle causes difficulty to some users.

The next most prevalent difference, including 15.7 per cent of the cases, is that in which the student searches under a specific term when he should look under a subdivision of a general term. This finding may be related to the present subject-cataloging practice in regard to more-than-one-word entries. Four solutions to the problem were indicated in the preceding article.⁵ The one which is relevant in the present instance is that

in which the approved practice is that of using a general term with a subdivision. But again the findings do not support the practice. Some students are unsuccessful in using the catalog because they do look under the specific term rather than under the more general with its subdivision.

The fact that the third most frequent difference, including 15.1 per cent of the cases, is that in which students look under the place name rather than under the subject with a geographical subdivision, indicates that actual use does not necessarily affirm the principles developed in this instance. An examination of the cases in this class reveals that almost all of them are instances in which the student was searching for material on a subject with local or national interest. The cases in the sixth class, on the other hand—the class in which the student was unsuccessful because he looked under the place name rather than under the subject with a geographical subdivision—are all cases in which the place in which the student was interested was foreign. The findings suggest that the criteria upon which the place-versus-subject problem is solved are not always justified in catalog use.

The findings in regard to the fourth class of difference, which includes 12.8 per cent of the cases and in which the student uses a more modern term than the subject heading, uphold catalogers in their concern over the problem of changing terminology. There is no contradiction of a principle of subject-cataloging practice implied in this class of difference. The problem has been recognized and the findings merely affirm it.

In the fifth class of difference, that in which the student looks under a more specific term than is justified by his need, there is again no clash with the basic principle of subject cataloging. The diffi-

⁴ For a discussion of these assumptions see the preceding article (Knapp, *op. cit.*).

⁵ *Ibid.*, p. 112.

culty arises out of the student's inability to express his need concisely.

The sixth class was discussed above in its relationship with the fourth. The seventh class, including those cases in which the student looked under the general heading but did not pursue his search far enough to reach the subdivision relevant to his need, is related to the second discussed above. These cases partially justify the practice of using a general heading with a subdivision for more-than-one-word entries. But, on the other hand, they imply that there may be some relationship between the number of cards under the general heading and the success which is attendant upon the acceptance of this principle.

The eighth class of difference, in which the student looks under the form which exemplifies the information he needs rather than under the subject which describes it; the ninth class, in which he looks under the first word of a phrase rather than under the subject; and the eleventh, in which he suffers from a misconception as to the form of a subject or a name, are all similar to the fifth class described above in that the difficulty of the student arises from his inability to express his need adequately.

Cutter's preference is for the popular rather than the scientific term, and catalogers have been disturbed by the fact that this principle is not always followed by the Library of Congress. But the tenth class of difference includes only 1.7 per cent of the cases. For this study, therefore, these data do not justify concern.

The findings in regard to students' search for material under headings which have been omitted should have some value in the consideration of present practice in this matter. Of the seven cases in this category, three are instances in

which the student looked under an omitted form heading, two are instances in which the student expected to find a subject entry for the publication of a society or institution, one is the type in which the heading is omitted because the subject concept has not been solidified into a term suitable for a subject heading, and one is an analytic entry. The fact that there are only a few cases in this class indicates that the problem of omitted subject headings is not serious. But the presence of even these few cases shows that practice in the matter is not always in accordance with use.

In the course of the interviews some data were obtained on the operation of cross-references in aiding the students' use of the catalog, but it was impossible to obtain complete and accurate figures and at the same time follow the student's progress without impeding it.

The cases in which the library contained no item specifically relevant to the need of the student were examined separately in an attempt to reveal any pattern which might be discovered in students' search for specific material. It was hoped that the progress of students whose use of the catalog fell in this category would reveal a pattern related to subject-cataloging practice, but no perceptible pattern was disclosed.

Evaluation.—The data above were gathered in a single library; they relate only to the use of a single catalog and cannot, therefore, be considered definitive. They are, on the other hand, valuable in that they suggest lines along which further investigation may be pursued. And, most important, they reveal tangible evidence that the principles of subject cataloging may not be accepted without question. It is impossible to state positively whether or not further investigation would bear out the findings.

But for the situation studied here the data indicate that the assumptions underlying the principles of subject cataloging are not always justified by use of the catalog.

IMPLICATIONS FOR SUBJECT CATALOGING

The validity of the conclusions founded upon any body of data must be limited by the scope and reliability of the data. It has already been stated that the data gathered for the present investigation are not final. The conclusions, therefore, to which they lead must be tentative to the extent that the data are limited. Within these limits, however, the findings reveal certain definite implications for cataloging practice.

Although the subject catalog is a relatively costly tool, it is not entirely successful in serving its users. The suggestions most frequently made for improving its utility are, first, that library patrons be trained in the use of the subject catalog and, second, that the rules of subject cataloging be made to conform to the needs and ability of the user.⁶ These suggestions may be considered in the light of the data here reported.

The rule of specific entry.—Six of the eleven classes of difference between students' terms and subject headings were found to have perceptible relationship to certain of the principles of subject cataloging. The most prevalent difference, that in which the student used a term more general than the subject heading, is clearly related to the principle of specific entry. The rule of specific entry is based on unassailable logic, and its complete denial would result in chaos. It is true that, to conform to the needs of the user, entries should be no more specific than the topics on which he needs material. The needs of patrons, however, vary in

scope at least as much as do the books in the library, so that the rule of specific entry, requiring that the subject heading be as specific as the material to be cataloged, is logically necessary to meet all the needs. The facts suggest that in this case the solution to the problem is training the catalog user. They confirm Cutter's dictum: "The specific-entry rule is one which the reader of a dictionary catalog must learn if he is to use it with any facility."⁷ It is an essential concept and does not appear to be too difficult to understand. It might easily be brought out in a unit on the use of the library, however small. The catalog user should be made to define his subject as concisely as the cataloger is required to define the subject matter of a book in the process of cataloging it.

Subdivision under general terms.—Conclusions in regard to the solution of the difficulty in the second class of difference are related to those above. In this class the students looked under the specific term and were foiled by the fact that cataloging practice had in certain instances followed the rule of specific entry only in using a specific subdivision under a more general heading. The seventh class of difference is also relevant to the dilemma evident here. In that class students looked under a general heading with subdivisions but did not pursue their search far enough to arrive at the subdivision relevant to their needs. Here are three groups of students who fail in their use of the subject catalog. The students in the first group fail because they use too general a term. Those in the second group fail because they use a specific term when the catalog uses a general term with a subdivision.

⁷ Charles A. Cutter, *Rules for a Dictionary Catalog* (4th ed.; Washington: Government Printing Office, 1904), p. 74.

⁶ *Ibid.*, pp. 117-18.

Those in the third group fail because they use a general term, the correct one, but do not pursue their search far enough. It is evident that students do not follow a consistent pattern of approach. But it is also evident that the catalog is inconsistent in its application of the rule of specific entry.

The reason for the catalog's inconsistency lies in its attempt to serve types of use ranging from that in which the patron needs a single reference on a subject to that in which he wants to assemble all the library holdings in a given field. Miller, in his study of the use of the card catalog, found that undergraduate students use the catalog more for selecting books on a given subject than do graduate students.⁸ If exhaustive coverage of a given field may be assumed to be the aim of graduate students more often than it is the aim of undergraduate students, that aim is apparently being achieved by use of means other than the subject catalog. And if the need for a single reference be the end of the scale toward which undergraduate students tend, that need is apparently being served by the subject catalog more than by other tools. This analysis is in agreement with the opinion of the writer, based on observation rather than on quantitative data, that the single-reference type of use is the more prevalent.

If this opinion is justified, the cataloger, when forced to choose between serving the patron who needs a single reference and the patron who wants a considerable body of material, should choose the former. In entering material under a heading which consists of a general term with a specific subdivision, the cataloger is serving the latter. Kelley's findings in regard to the extent to which

the catalog succeeds in bringing together all the library's holdings in a given field indicate that it is not completely successful even under present conditions.⁹ It is apparent that, in order to cover a subject field exhaustively, the patron must eventually make use of subject bibliographies.

The proposal offered for consideration, therefore, is that, in connection with the training of students in the specific-entry concept, subject-cataloging practice should be modified to assume a more precise and literal conformity to the rule—that is, should be modified in the direction of the substitution of specific subject headings for general headings with specific subdivisions.

Choice between place and subject.—The rules developed in regard to the choice between place and subject in deciding upon a subject heading make use of criteria so ambiguous as to be understood by catalogers only with difficulty. It is not surprising that one of the most prevalent types of difference between students' terms and subject headings should be related to this group of rules. The rules provide that the choice between subject and place should be made on the basis of the nature of the subject. The cases in the third class of difference (in which the student looked under the subject rather than the place) and the sixth class (in which students looked under the place rather than the subject) tend to support a choice based on the nature of the place. In general, students look for local or national material under the subject and for material about a foreign country or nonlocal city under the place name. This fact leads to acceptance of the second solution to a greater extent than the first in this case; the rule should

⁸ Robert A. Miller, "On the Use of the Card Catalog," *Library Quarterly*, XII (1942), 633.

⁹ Grace O. Kelley, *The Classification of Books* (New York: H. W. Wilson Co., 1938).

be simplified in accordance with the students' approach to the catalog. It is not intended to suggest that all material about a foreign country or a nonlocal city should be entered under the place name. The rule might be revised to read:

- A. For nonlocal and foreign material,
 - 1. Use subject divided by country for scientific and technical headings.
 - 2. Use country or city divided by subject for historical, descriptive, and social headings.
- B. For local and national material,
 - 1. Use subject divided by place name for scientific, technical, and social headings.
 - 2. Use place divided by subject for description, history, and form material.

This revision is more nearly in accordance with the habit of the catalog user in so far as it is indicated by the meager data. Students should be trained, moreover, in the use of subdivisions so that they would be able to follow the rule even when its application resulted in the collocation of a considerable body of material under the subject or place name.

Modern terminology.—Changing terminology is reflected in the fourth class of difference, that in which students use a term more modern than the subject heading. Terminology changes so rapidly in many fields that, even if cost were not an obstacle, catalogers would be unable to keep up with the fashion. Since students could not very well be trained to use an obsolete vocabulary in their consultation of the catalog, subject headings should be adjusted to current terminology to the extent that funds permit and in fields in which a degree of stability obtains. Elsewhere the difficulty should be overcome as far as possible by cross-references.

Scientific terms and other classes of difference.—The cases in which students' difficulty resulted from their use of a less

scientific term than the subject heading were so few as to suggest that this problem is not serious, at least for the college library. The remaining classes consist of cases in which the student's difficulty arose out of his own inability to define his subject and to express it concisely. This is a problem not merely for library training but for education as a whole.

Omitted subject headings.—Subject-cataloging practice in regard to the omission of subject entries for certain classes of library material is founded on an economic basis. The few cases in which the practice caused difficulty suggest that the problem is not serious. Such difficulty as there is might easily be overcome by informing the students as to the classes of material which are not entered under a subject heading and instructing them in the use of other library tools which are expected to compensate for this omission.

Summary.—Analysis of the data gathered in the course of this investigation suggests the following possible implications for subject cataloging:

- 1. Students' training in the use of the catalog should emphasize the principle of specific entry.
- 2. The rules of subject cataloging should be revised in the direction of avoiding general headings with specific subdivisions in favor of specific subject headings.
- 3. The choice between subject and place in determining a subject heading should rest primarily on the geographical rather than on the subject character of the material. Local and national material should, in general, be entered under the subject. Foreign and nonlocal material should, in general, be entered under the place.
- 4. Students should be instructed in the use of subdivisions.

5. Catalogers should keep abreast of changes in terminology as much as possible. They should remedy their inability to do so completely by means of a generous use of cross-references.

6. Students' training in the use of the catalog should include instruction in regard to the nature of the material for which subject headings are ordinarily omitted.

It should again be emphasized that the above recommendations are entirely tentative. Their validity is dependent upon whether further investigation supports or refutes the data upon which they are based.

RECOMMENDATIONS FOR FURTHER INVESTIGATION

It is hoped that the present study will be followed by further investigation of the same problem. Studies along the same lines carried on among other classes of users, in other colleges, in universities, and in public libraries would have much value.

Other aspects of the problem of subject cataloging have not been considered

here, although they have definite bearing on the data considered. An interesting study of the use of the catalog would include a measurement of the time spent by the patron. If data on this aspect could be related to the scope of his subject and to the amount of material in the library on his subject, the results should contain valuable implications for the practice of subject cataloging.

Another problem deserving study is that indicated above in the discussion of the types of use which patrons make of the catalog. Subject cataloging should be profoundly influenced by certain knowledge as to the number of users who need a single reference in proportion to those who wish to exhaust the resources of the library in a given subject.

Another problem deserving investigation is that concerned with cross-references. Cross-references are frequently regarded as the panacea to cure any ills to which the catalog is subject. They cannot be accepted as such until information is available as to the extent to which patrons notice them, understand them, and are led by them to the desired subject entries.

SHOULD SCIENTISTS USE MICROFILM?

RALPH R. SHAW

ONE of the principal reasons for the use of microfilm for scholarly purposes is its purported cheapness, as compared with other mediums for single-copy reproduction. The evidence of savings effected by use of microfilm which has appeared in the literature is sound and appears to be reliable, in so far as it is concerned with such projects as the reproduction of hundreds of thousands of pages of the N.R.A. hearings, of files of newspapers running over many years, and of other long runs of little-used materials. In such cases as these, there appears to be little question that microfilm is a useful and economical tool of research and administration and that it effects savings in space and equipment as well as savings in initial investment in the copies.

There has, however, been a tendency to claim equal economies for microfilm for reproduction of periodical articles and other types of materials of slight bulk, and the justification for use of microfilm in such fields as these appears to many to be open to question.

Business and industry do not ordinarily confuse first cost with total cost when they are actually different; but that appears to be what we have done in some, at least, of our discussions of the use of microfilm.

It is obvious that, aside from the initial expenditure, using microfilm costs more than using photoprints or originals. The mere fact that in practically all cases a man must go from his office to a reading machine to read microfilm and that he does not have to do that to read

photoprints or originals introduces a new element of cost which must be charged against microfilm and not against photoprints. Furthermore, the reading machine itself represents another element of cost which need not be incurred in using photoprints.

This paper reports the more general results of studies which were made to segregate all the costs of procuring and using microfilm and photoprints in an attempt to determine whether microfilm or photoprint provides the more economical medium for the procurement and use of periodical articles.

In order to provide a uniform frame of reference for this study, it is assumed that the time consumed in the actual reading of a given periodical article is substantially the same for the original, for a photoprint copy, and for a microfilm copy which does not require reference back and forth and which is ready to read. The term "ready to read" is used to mean that the film is in the reading machine with the first page of the article on the screen and that the reader is seated at the machine. On the basis of these assumptions, the actual reading time may be disregarded; and only those aspects of time or other costs which are incident to the use of the medium itself need be considered.

The elements of cost involved in using photographic reproductions are: (1) the cost of procuring the reproduction; (2) the cost of using the reproduction, including time costs and equipment costs; and (3) the cost of filing the reproduction.

Since all these costs vary widely, it is not possible to indicate any precise point at which microfilm or photoprint is preferable under all conditions.

The initial cost of a photoprint of a ten-page periodical article will be 50 cents if obtained from one institution, and it might be as much as \$2.25 if obtained from another. The cost of a microfilm copy of the same article would be 50 cents if obtained from the first of these laboratories and 85 cents if obtained from the other. This great varia-

which microfilm becomes more economical than photoprint may be achieved if minimum costs of time and of equipment are used.

The cost of procuring photographic copies is based on the published rate of three of the larger library laboratories. The costs of using microfilm and of indexing and storing it are the minimum costs under the conditions set up; and the results may, therefore, be considered indicative of the lowest level at which microfilm becomes economically advantageous.

In order to avoid consideration of articles of all conceivable length and format, the discussion which follows refers to the average and the median periodical article. The average periodical article is taken to be twelve pages long. This figure was based on a study of the articles requested from Biblionfilm Service over a period of a year.¹ The median article over the same period was nine pages long. Examination of photoprint orders received by four research libraries several years ago indicated that the average number of pages per order was six and the average number of exposures was four. The cost of procuring the average or median periodical article from the three laboratories noted would be as shown in Table 1.

The cost of using photographic copies includes the cost of the time of the person using them, the cost of equipment for use, and the cost of storing and indexing for re-use.

Since photoprints do not involve waste of time in going to and from the machine and do not require reading machines, the only additional cost in the use of photo-

TABLE 1
COST OF PROCURING PHOTOGRAPHIC COPIES

TYPE OF ARTICLE	FROM LIBRARY A		FROM LIBRARY B		FROM LIBRARY C	
	Photo-print	Micro-film	Photo-print	Micro-film	Photo-print	Micro-film
Average article (12 pages; 8 exposures).....	\$1.00	\$0.50	\$1.85	\$0.85	\$1.60	\$0.75
Median article (9 pages; 6 exposures).....	0.50	0.50	1.45	0.85	1.20	0.75

tion in the cost of procuring reproductions affects the economic limit for the use of photoprint or microfilm to a considerable extent.

Similarly, the cost of the time involved in going to and from reading machines will vary with the distance of the person from the reading machine and with the salary of the person.

The cost of equipment in terms of the cost per item read will vary greatly, depending upon the frequency with which the reading machine is used, the initial cost of the reading machine, and the period over which it is considered advisable to amortize the machine.

In spite of these great variables, however, each of which affects the end result by as much as 200 per cent or more, it appears that a useful minimum point at

¹ Ralph R. Shaw, "Biblionfilm Service of the U.S. Department of Agriculture Library," *Journal of Documentary Reproduction*, V (1942), 198-208.

print is that of filing. This cost is no greater than that of filing a letter and does not exceed 5 cents per item. Since it makes no material change in the relative economic limits for the use of microfilm and photoprints, this cost may be disregarded for the purpose of this paper; and it may be assumed that there are no use-costs involved in the use of photoprints. The cost of procuring and using photoprints is, therefore, substantially the same as the cost of procurement alone.

Unless the person using the reading machine happens to have one in very close proximity, he will spend a considerable amount of time going to and from the machine. As a practical minimum in conditions in large research laboratories, a minimum of ten minutes should be allowed for going to the machine and an equal amount of time in returning. In practice, forty-five minutes or an hour or more may, in many cases, be wasted in going to and from the machine and waiting for one's turn to use it.

The average length of time required for inserting film in the reading machine, locating the article, re-reeling the film, removing it from the machine, and replacing it in its receptacle is ten minutes for fairly experienced users. Where strips of film are used, the time spent in locating and subsequently replacing the strip desired would more than make up for the reeling time; and, therefore, ten minutes may be accepted as a practical minimum for getting the film into the machine ready to use. Furthermore, there are other elements of waste of time in referring back and forth in the film in taxonomic work or in the use of certain reference works.

On the basis of a number of spot

checks and of experience in the Department of Agriculture, it appears that a minimum of one-half hour is wasted each time the machine is used. At the rate of pay of the lowest-grade professional staff, one-half hour is worth something over 60 cents. Thus, the minimum cost for waste time involved in using the reading machine would be 60 cents each time the machine is used.

It is very difficult to assess reading-machine costs per item read. Spot checks at a number of locations indicate that, if the original cost of the machine is amortized over twenty years and if no allowance is made for maintenance and repair, the cost of reading machines now in use may range from 7.5 cents per item read to 62.5 cents per item read. If the initial cost of the reading machine is amortized over ten years, the cost per item read would range from 15 cents to \$1.25. Since the data on the cost of reading machines per item read are too limited to allow satisfactory generalization, a cost of 10 cents per item is assumed, even though this is probably below the actual cost per item read in most instances.

The cost of indexing and filing the reproduction may range anywhere from 50 cents per item to \$2.00 or more, depending on the method used. The indexing requires: (1) identification of the item, (2) application of an identifying symbol, (3) preparation and filing of index cards, and (4) equipment for the filing of the film strips or rolls.

Experience with film strips and indexing of film rolls in the Department of Agriculture Library indicates that they cannot be adequately described for less than the cost of cataloging a publication. The cost of 50 cents per item assigned to this part of the work is, therefore,

probably considerably below the actual cost in many cases.

Totaling these minimum costs of waste time, reading machines, and indexing and filing, we arrive at a minimum use-cost of \$1.20 for each item.

When the use-cost and the cost of procuring the microfilm (Table 1) are combined, the total cost of microfilm, as compared with that of photoprints, is that shown in Table 2. This table indicates that, even when the minimum cost of microfilm is used as a basis for

TABLE 2
COST OF PROCURING AND USING
PHOTOGRAPHIC REPRODUCTIONS

TYPE OF ARTICLE	FROM LIBRARY A		FROM LIBRARY B		FROM LIBRARY C	
	Pho- to- prints	Micro- film	Pho- to- prints	Micro- film	Pho- to- prints	Micro- film
Average article (12 pages; 8 ex- posures).....	\$1.00	\$1.70	\$1.85	\$2.05	\$1.60	\$1.95
Median article (9 pages; 6 expo- sures).....	0.50	1.70	1.45	2.05	1.20	1.95

comparison with photoprints, there is no economic justification for the use of microfilm for periodical articles.

Even if we were to assume that the article will be used only once and then thrown away, thus eliminating the cost of indexing and filing, microfilm would still be more expensive than photoprint for both average and median articles from library A and for median articles from libraries B and C. General practice, however, leans toward retention of copies, so that in most cases Table 2 would be a fair indication of minimum costs for procuring and using photographic copies of periodical literature.

Special circumstances may modify the conclusions based on Table 2. In the Department of Agriculture, for ex-

ample, the library provides either microfilm or photoprint copies of periodical literature to agencies of the department without charge. This reduces the cost of both microfilm and photoprints by the elimination of bookkeeping and the other costs involved in handling funds. In addition, the cost of producing photoprints has been reduced greatly by the development of continuous equipment. As a result of these special factors, the point at which microfilm becomes cheaper than photoprints in the Department of Agriculture is in the neighborhood of one hundred pages. Furthermore, if high-cost staff time is involved, microfilm becomes economical only for very long runs.

On the other hand, in some few subject fields in which the average length of articles is much greater than the twelve-page average found for the whole of scientific and technical literature, the use of microfilm may be justifiable.

If the user of microfilm is willing and able to read the film with a low-magnification hand-viewer or with his microscope, the economic field of microfilm may extend below twelve pages. Even in that case, as shown in Table 1, if the microfilm or photoprint is procured from library A, there appears to be little, if any, economic advantage in using microfilm, and the choice becomes one of personal preference.

Use of microfilm is justified, regardless of other considerations, when weight and bulk for air transport to areas that cannot be reached by other means is determinant. Even in that field, however, it is not certain that microfilm should be used as more than an intermediate process for transportation, with enlargement prints from the film the end products.

A pragmatic consideration which reinforces all the cost data above is the fact that the great mass of the world's scholarly population does not have ready access to reading devices and can, therefore, use microfilm only with great difficulty, if at all.

SUMMARY

The fairly general apathy on the part of scholars to the use of microfilm for periodical literature cannot be charged

to lack of familiarity with the medium or to habit alone, the causes which some have suggested. Indifference to the use of microfilm for periodical literature is a sound reaction to misuse of microfilm in an area in which its use is not economically justifiable. If the time microfilm wastes is converted into salary costs, there is a fairly definite area, covering the whole range of scientific periodical literature, within which photoprint appears to be more economical than microfilm.

PETER FORCE, COLLECTOR

LOUIS KAPLAN

The life of such a man as Peter Force, who died in Washington at the ripe old age of seventy-seven years, was worth more to American letters and to human history than that of almost any forty of the generals and other notables, whose names are blazoned on the scroll of fame. Yet he was suffered to pass away with a brief "obituary notice" in the corners of the newspapers, while the names of ignorant and presumptuous nobodies, whom some accident had elevated into notoriety, filled the public eye.¹

THUS, at the moment of his death, the neglect of Peter Force had already begun. Though historians have since given study to his contributions, there is in library literature not a single article on this remarkable collector. Yet in 1867, when his collection was sold to the Library of Congress, it was the largest private library relating to American history that had ever been assembled.

Peter Force was born in 1790 and died in 1868. His was a busy life: printer, soldier, mayor of Washington, newspaper editor and publisher, president of the National Institute for the Promotion of Science, editor of the *National Calendar and Annals of the United States*, publisher of source materials for the early history of the United States, and, most important, an untiring collector.

Force began his varied career as a journeyman printer in New York City. Legend has it that one day he was carrying to its author the proof sheets for the second edition of Washington Irving's *History of New York*. Noticing that Irving had at one point inserted a few Dutch names to add a touch of authenticity, Force penciled in a few of his own knowl-

edge. "Very good," Irving is said to have written, "let them go in."

At the age of sixteen Force was made foreman by his printer employer. At twenty-two he was elected president of the New York Typographical Society, no small honor. In 1816, his employer having secured a congressional printing contract, Force moved to Washington. Here he was to live for the remainder of his life and to become one of the well-known figures of the capital.

Of stalwart build, his massive head covered to the last with a profusion of curling hair, his erect bearing, keen vision, and dignity of port impressed the most casual beholder. Once seen, he was not one to be forgotten, for the personal impress was that of a man cast in a heroic mould.²

From 1820 until 1828 Force compiled and printed the *Biennial Register*, the official directory of the government. Meanwhile, in 1823, he had begun to edit and publish the *National Journal*, a newspaper which bore the mark of his independence even though it was known as a supporter of John Quincy Adams. On one occasion a group of Whigs, dissatisfied with his political candor, suggested to him that they be permitted to help shape the editorial policy of his paper. Force, who understood the nature of their errand, ended the interview by

¹ Ainsworth R. Spofford, "The Life and Labors of Peter Force, Mayor of Washington," in *Records of the Columbia Historical Society*, II (Washington: The Society, 1899), 219.

² *Ibid.*, p. 229.

drawing himself up to his full height and saying, "I do not suppose any gentleman would make such a proposition to me."³

In 1830 Force gave up his work as newspaper editor. Meanwhile, beginning with 1820, he had been editing and publishing a yearbook known as the *National Calendar and Annals of the United States*. The *Calendar*, like the *Biennial Register*, contained a directory of government officials and information about the various offices, but to this Force added a considerable amount of statistical information which is still useful to the busy reference worker of today. This publication, with the exception of the years 1825-27, appeared until 1836.

During 1836-46 Force published four volumes of *Tracts and Other Papers*, a collection of source materials which he had gathered at odd moments. Of the *Tracts* a contemporary reviewer had this to say:

Having, for the most part, been printed in England, these early tracts have always been exceedingly rare in this country, very few of them probably having been imported; and of some of them, even to this day, not a single copy is known to exist on this side of the Atlantic.⁴

Since the publication of the *Tracts*, a considerable amount of the material has been printed in various collections, but for many years Force's work was considered indispensable. The collection still is of considerable significance for historical research.

For some years Force had planned an extensive publication of source materials on the history of the colonies and of the Revolution. In the *National Calendar* of 1832 he published a series of documents illustrative of his ultimate design. In that same year he and a financial supporter,

Clarke, clerk of the House, asked permission of Secretary of State Livingston to copy materials in the government's possession.

In March, 1833, no doubt as the result of Clarke's political influence, Congress passed a bill authorizing the Secretary of State to enter into a contract with the two partners, providing that the cost per volume of publication would not exceed that of Jared Sparks's *Diplomatic Correspondence*. Force's project presented Congress with no new problem. Not only Sparks but Gales and Seaton, editors of the *American State Papers*, had published historical material at government expense and with the full knowledge of Congress that the editors would profit. Unfortunately, the contract which Livingston permitted was exceedingly vague, for no definite number of volumes was set. It was merely agreed that the government would purchase fifteen hundred copies at the rate of one and seven-eighths cents per page per copy. The cost of collecting and printing was to be met by the editors. According to Force's plan, the work would be divided into six chronological series covering the period from the origins of the colonies to 1789.

In his Preface to the first volume (actually Volume I of Series 4) Force stated, in his characteristically sincere and dignified manner: "The undertaking in which we have embarked is, emphatically, a National one: National in its scope and object, its end and aim." But in marked contrast to the English, French, and Germans, who were spending vast sums in the preservation and publication of their historical treasures, few American politicians of his time subscribed to this belief. It is true, of course, that Force suffered from his association with Clarke—a necessary association,

³ *North American Review*, XCII (1861), 375.

⁴ *Ibid.*, XLIII (1836), 275.

since Clarke provided the funds for the immense task of copying the records of the thirteen colonies. When it was pointed out that the editors of the *American State Papers* were paid only eight dollars per volume for fifteen hundred copies, whereas Force and Clarke were receiving fifteen dollars for volumes only 83 per cent as large,⁵ protests were bound to be heard. When Force, in keeping with his early plans, insisted on printing other than manuscript material in order to give a well-rounded picture, members of Congress were quick to claim that he was padding his books and his pockets. Actually, all who knew Force were sure that his motives were completely honest; Clarke, however, was not above suspicion.

Because Congress was dissatisfied, appropriations for the volumes as they appeared were difficult to obtain. In 1843, however, after the partnership with Clarke had been dissolved and Congress was in the hands of the more friendly Whigs, a bargain was made. In return for the promise to limit the work to a maximum of twenty volumes, Force was granted an appropriation covering the cost of the second and third volumes (the first volume had been dealt with in an appropriation of 1836). But, in addition, a fateful clause was introduced: no material could be published without the prior consent of the secretary of state.

By 1853 nine volumes had been published. But no more were destined to appear. A new administration, bringing with it a new secretary of state, put an end to the project. When the material for the tenth volume was presented to the secretary, he called in Force and, according to one of the collector's friends, said, "I don't believe in your work, sir.

It is of no use to anybody."⁶ Force might have brought legal action to require the government to live up to its contract, but this he refused to do.

There is no question but that Force had planned on too large a scale—a scale not too large for his subject but decidedly too far ahead of its time. Each of the nine volumes of the *American Archives* was published at a cost of \$25,000. Estimates vary as to the expense of the project if it had been completed, but it is probably true that it would have reached two million dollars. This was more than the Congress of his day could be expected to approve. Had he been content to limit the scope of the project, had the cost per page to the government been less, as well it might have been, Force's dream would possibly have become a reality.

Force's work as a publisher of source materials was different in two ways from that of his contemporary, Jared Sparks. Unlike Sparks, Force rarely added editorial notes; he was content to let the material speak for itself. Second—and this distinguished him from all the other editors of his day—Force followed the rule that no manuscript could be altered. Nothing was to be added and nothing substituted. Sparks, in editing the papers of George Washington, had, out of admiration for his hero, corrected his mistakes in grammar and here and there altered the meaning of a sentence in order to make it conform to what Sparks felt was in Washington's mind. This unfortunate practice Force would not tolerate.

The *American Archives* in its abbreviated form is not of major importance. The set suffers, too, from lack of material found in the British archives, which

⁵ John S. Bassett, *The Middle Group of American Historians* (New York: Macmillan Co., 1917), p. 251.

⁶ George W. Greene, "Col. Peter Force—The American Annalist," *Magazine of American History*, II (1878), 232.

Force could not obtain permission to copy. Also, his index to the fourth series is inadequate, chiefly because Force did not bring together under one subject entry all the materials relating to a single subject. The index to the fifth series is better.

It is as a collector that Force is chiefly to be remembered. As a journeyman printer in New York, he had already formed the lifetime habit of buying books. Eventually Force became known to every important book-seller and book-agent, as well as to many an author who appealed to him for help. In 1833, when he was given the contract for the *American Archives*, he began to collect with redoubled energy. So great were his expenditures that he had to mortgage his property to meet his bills. Thus, when an end was put to his project, Force was practically without means. His only recourse was to sell his library. Aside from many individuals whose efforts to buy separate pieces Force had always refused, the New York Historical Society was the first to show an interest in his collection. A price of \$100,000 was set, to which Force himself was to contribute a tenth, but the plan failed because the additional \$90,000 could not be raised.

Finally, in 1867, through the efforts of Spofford, Librarian of Congress, it was agreed that the government would pay him the \$100,000. As a result, the Library of Congress was fortunate enough to secure a private collection of books, newspapers, pamphlets, and manuscripts on American history which was the largest and best that had ever been gathered.

In a special report of 1867, Spofford classified the contents of this library as follows: (1) printed books relating to America, (2) early American newspapers, (3) pamphlets relating to America, (4) maps, (5) incunabula, (6) manuscripts

and autographs, (7) manuscript material gathered for eventual publication in the *American Archives*.⁷

Regarding the printed books, Librarian Spofford reported an "immense collection" of early American voyages; those relating to the politics and government of the American colonies were "unrivalled in this country." "In the field of early printed American books, so much sought for by collectors, and which are becoming annually more scarce and costly, this library possesses more than ten times the number to be found in the Library of Congress." Of the laws and journals of the early Colonial assemblies, few of which were in the Library of Congress, there were over two hundred volumes.

Of early American newspapers, Force had gathered files unusually complete. There were no less than 245 bound volumes for the period prior to 1800 and about 700 bound and unbound volumes for 1800-1867. The Library of Congress, as Spofford remarked, possessed at the time "not even a fragment of a file of any revolutionary or ante-revolutionary newspaper."

Force's pamphlet collection on America was rivaled, if at all, only by that in the Boston Athenaeum. Of these, there were nearly 40,000, of which 8,310 were printed before 1800. At that time the Library of Congress possessed less than 6,000 pamphlets.

The number of maps was

not only large, but in many particulars unique. Not only the early atlases of Delisle, Jefferys, Des Barres, Faden, and other geographers, with a complete copy of the scarce "Atlas of the Battles of the American Revolution," but an assemblage of detached maps over one

⁷ *Special Report of the Librarian of Congress to the Joint Committee on the Library concerning the Historical Library of Peter Force, Esq.* (Washington, 1867).

thousand in number, and chiefly illustrative of America, are here found. Among these, the most valuable are a series of original military maps and plans in manuscript, covering the period of the French war and the war of the Revolution.

The incunabula included

* Complete series of imprints by the most distinguished of the early printers, representing every year from 1467 to 1500, besides a large number printed in the following century. The number of books printed in the fifteenth century is 161, and there are over 250 more printed prior to 1600. . . .

But perhaps the most important part of this collection remains yet to be alluded to. It is the materials in manuscript which form the collection made by Mr. Force for the great work of his life, the American Archives. . . . It consists of the whole unpublished materials for that work, including a countless variety of documents transcribed with the utmost care from the originals in the archives of all the old thirteen colonies, as well as many early and unpublished papers relating to American affairs derived from other sources. The originals of some of these have been destroyed by fire since these copies were taken. The whole of these materials would make about 360 folio volumes in manuscript, and they are thoroughly analyzed and classified by States. . . .

Taken as a whole, . . . it is unquestionably true that so extensive a collection of the most rare and valuable books and manuscripts relating to America could not be assembled at so late a period as the present, even with unlimited means.

Regarding these treasures and their place of storage before removal to the Library of Congress, an interesting contemporary description is available. According to this account, Force's library

was arranged in seven rooms of an old, dingy brick building, adjoining the owner's residence, in the central portion of Washington, and the few volumes which formed its nucleus were purchased more than fifty years ago. Excepting when visited by the friends of its proprietor, members of Congress addicted to historical

pursuits, or literary pilgrims from abroad, its silence was only broken by the presence of an assortment of dogs and cats, which enjoyed the full range of the establishment, and whose characters seemed to have been influenced by the solemn wisdom of the tomes among which they lived. If you chanced to see a mouse gnawing at a volume three hundred years old, and worth fifty times its weight in gold, you had but to speak to one of the feline creatures, and it would rush to the rescue. If you happened to take up an old folio covered with the dust of the years, and make a little too much fuss in trying to blow it off, perhaps one of the dogs would rub against your knee, as if to say, "Not too much of that, sir. We have respect in this place for everything that is old." Nor were those nooks and corners without guardians which were beyond the reach of the cats and dogs. In every direction, almost, might be found happy colonies of spiders, and

"Over many a quaint and curious volume of forgotten lore"

did they spread their network of protection; and they not unfrequently frightened away, by their manoeuvres, the more timid hunters of knowledge who trespassed on their domain. No catalogue of this vast collection was ever attempted, but the precise location of each particular volume was known to its fortunate proprietor, who was always willing to assist those who wished to obtain information, and approached him in a proper manner, but who naturally had not much patience with those who visited him out of mere curiosity. . . .

The back windows of the library building all opened upon rather an extensive yard, which the proprietor called his *wilderness*. This spot of ground was not for many years touched by the hand of improvement, and was as perfect a specimen of vegetation run wild as could anywhere be found. . . . With almost a religious zeal Mr. Force protected his "wilderness" from sacrilegious hands; and, after an hour's ramble among the treasures of the library, enlivened with the many agreeable reminiscences of his experiences in this intellectual world of his own creation, a walk with him in the "wilderness" was a pleasure not soon to be forgotten.⁸

⁸ Charles Lanman, *Haphazard Personalities* (Boston: Lee & Shepard, 1886), pp. 163-68.

REVIEW ARTICLE

THE ANNUAL REPORTS OF THE LIBRARIAN OF CONGRESS

IT is a tribute to the good judgment of the editors of the *Library Quarterly* as well as to Mr. Archibald MacLeish that the annual reports of the Librarian of Congress, having become really significant documents in the field of librarianship, have been recognized as proper subjects for careful review. While it is regrettable that the review of the 1942 *Report* was delayed because of this reviewer's commitments in the war effort, the circumstance may have been a fortunate one in that there is a continuity in these reports which invites study of a series rather than of single editions. The first review¹ of this series indicated the early stages of that continuity in the report years 1939, 1940, and 1941. Briefly, these stages were either changes in form of report or changes of administrative organization.

The author or compiler of the *Annual Report of the Librarian of Congress* must envisage a complex of potential readers. His first care, based on pragmatic thinking, is for those members of Congress who comprise the appropriations committee or any other congressional group having to do with the funds or direction of the Library of Congress. A second public, also quite influential in the growth of the Library of Congress, is that group of individuals or those philanthropic organizations whose generosity promotes many of the activities of the Library not recognized by Congress as meriting the expenditure of public funds. This latter group includes those donors and prospective donors of important collections or collector's items which frequently are deposited or given into the permanent custody of the national library as to a museum. The third public now takes an increasing interest in each successive report in the measure that each report demonstrates an ever growing consciousness of its role as an important document in the history of libraries and library administration. This public includes the administrative officials of all large libraries, whether public, school, or research; it includes all students and teachers

of library administration; and, in a broader sense, it includes all people concerned with good administration, be it library, business, or any other.

With these three publics in mind, Mr. MacLeish has gradually changed the form and content of his reports so that the two we have in hand represent two later stages in a development which promises completion in the current fiscal year. To place our material in its context, let us briefly review what has gone before.

The formal organization of the 1939 *Report* was not the responsibility of Mr. MacLeish. It was simply Mr. Putnam's final report with a Foreword by his successor. The form was that used successfully for nearly forty years, i.e., an Introduction by the Librarian plus the divisional reports arranged in one alphabetical file. It must be recognized that this form was adequate simply as a historical record during a period in the history of the Library of Congress when virtually the sole aim of the Librarian was to increase and embellish the holdings of the national library. Mr. Putnam will always be remembered as the great builder. As he saw it, his report was primarily a device to promote further gifts and a vehicle for recording the permanent and notable additions to the Library.

The 1940 *Report* reflects the initial revolutionary changes in the direction of the Library. The form of the report follows the outline of the newly organized administration. There is an Introduction by the Librarian, followed by reports of each of the three new departments, Reference, Processing, and Administrative. That this is a tentative step and not final is evident from the old alphabetical arrangement of the divisions within the departments. Each divisional report is little different from that of the previous year in content or arrangement. This report also contains some statements² which are landmarks in the history of the Li-

¹ *Annual Report of the Librarian of Congress for the Fiscal Year Ending June 30, 1940* (Washington: Government Printing Office, 1941), pp. 1-38.

² *Library Quarterly*, XII (1942), 848-50.

brary of Congress. The most notable of these is the codification of the objectives of the Library of Congress. It is both a manifesto and a promise. This is the basis for the advances we shall see in the later reports. Other statements of importance to the philosophy of librarianship are to be found in the Introduction. This was a great advance in reporting, but we have the feeling that all this is tentative, with the exception of the objectives. They are stated positively and in detail, with no hesitation, no fumbling.

The 1941 *Report* takes a larger step toward the functional presentation. The Librarian's Introduction is followed by the reports of three departments, but a single change makes a more readable unit of each departmental report. Instead of having the customary succession of divisional reports in alphabetical order, each departmental report combines the several divisions in relatively homogeneous chapters covering the functions of all divisions as a group and not singly. Thus, chapter i of the Reference Department report is entitled: "Organization and Administration"; chapter ii is "Service of the Collections." Other chapters are similarly organized. This change is just one more step toward a functional presentation in terms of form. There are at least two places in this report of extreme interest to students of library administration and of great importance to the development of the organization of the Library of Congress. The first of these is the progress report of activities of the Library as measured against the recommendations of the Librarian's Committee. This appeared first as Library of Congress General Order No. 1010 and is even today the only extensive public statement of that committee's findings.³ The second important document is that section of the Reference Department report which outlines the administrative history of that department and explains its actual organization. A third document is of interest to a more restricted group of readers but is highly important to them. It is the statement of the objectives of the Processing Department, taking as a point of departure the ever present recommendations of the Librarian's Committee.

With this rapid review before us, we can examine the two most recent reports with a background of progress in mind. The highlights of the early reports represent the I-beams and

pillars of a construction which only now, after five years of unceasing labor, begins to show definitely the outlines of a functional and livable structure.

It may seem to some readers that there is a great deal of talk about form in these reports, but never doubt that there is good reason. In every case, a change in form has its counterpart in organization and activities. Nor can one doubt that Mr. MacLeish was well aware of these changes and that they were part of long-term planning. In his 1942 *Report* there are two paragraphs which summarize the development of his thought up to this time and which are important now as a part of the permanent literature of library philosophy. After briefly noting the fact of the changing form of his report, Mr. MacLeish says:

The annual report of an agency of a democratic government should, it seems to me, be something more than a record and an accounting. It should attempt to tell its readers what the agency does and how well it does it—or at least to provide the means of judging how well the work is done. . . .

To judge, therefore, whether the work of a great library is well done from year to year it is necessary to know whether the entire collection is consistently approaching the wholeness and the harmony it can never achieve but must always labor to attain—whether the entire collection is nearer to the impossible but nevertheless imperative ideal of organic responsiveness to its reader's needs. What is required for that purpose is information as to new acquisitions not in terms of their value in and of themselves but in terms of their importance to the total collection, in terms of the collection's lacks and needs and weaknesses as well as in terms of the collection's strength. What is required is an account of the library's technical procedures not in terms of an abstract technical excellence or lack of excellence but in terms of their adequacy to the integration and the responsiveness of the collection they control—an account of services to readers not in terms simply of their extensiveness as services but in terms of their relation to the collection and to the purposes for which the collection is maintained—an account of housekeeping and fiscal services which will record the statistics of expenditures and upkeep not as abstract statistics but as indications of the cost of the library's activities measured in terms of those activities.⁴

This statement of purpose, then, establishes the form and content of the 1942 *Report*. Where previously departmental units were still predominant as divisions of the report, it is this

³ *Annual Report . . . 1941* (Washington: Government Printing Office, 1942), pp. 20-21.

⁴ *Annual Report . . . 1942* (Washington: Government Printing Office, 1943), pp. 9-10.

year which establishes functions as most important.

The first chapter is again the domain of the Librarian. It is significant as a guide to past, present, and future progress as well as the place where Mr. MacLeish best expresses his ever growing understanding of progressive librarianship. For many years the Library of Congress rested on the laurels of its early great achievements—the L.C. classification system, the L.C. card distribution, and the unmatched increase of collections. Five years ago the Library was in the doldrums, its position assured by its name and its size and its administration content with past accomplishments. With the advent of Mr. MacLeish, the Library began a new era. New blood brought new ideas, and the swiftly changing world scene necessitated a mightily increased tempo of action. The quotations cited above are only representative of many contributions to library philosophy which have recently increased the importance of the Library of Congress and its administrators in the library world.

The fiscal year 1942 was not a year of great organizational change, and a brief four pages are devoted to the details of essentially minor developments. The first large section of this report, chapter ii, "The Services of the Library of Congress," is an able effort to carry out Mr. MacLeish's statement of what a report should be. We now find under appropriate headings ("Circulation," "Bibliographical and Reference Service," "Concerts and Public Meetings," "Radio and Recording," etc.) materials which in earlier years were scattered under numerous divisional and sectional headings to the great confusion of the reader and to the detriment of the over-all picture.

The next chapter, oddly enough, is devoted to the Law Library. It is difficult to see the logic of placing the Law Library report between "Services of the Library of Congress" and "Acquisitions." The Law Library has always been a law unto itself, and its position is as unique as that of the Copyright Office in its relationships with the rest of the Library. For decades the Law Library has been building up one of the greatest law collections in America, and, by virtue of its immediate contacts with the congressional and judicial branches of the government, it has become an almost independent unit, quite loosely attached to the Library of Congress. The Law Librarian presents his own case before the budget committee, and

a quick glance at the figures indicates a very successful presentation. To cite just one figure, compare the amount available in the fiscal year 1942 for "Increase, General" (\$248,000) with the amount for "Increase, Law Library" (\$90,000).⁵ Obviously, the Law Librarian has solid support. In the past the Law Library has been rather tenuously attached to the central administration by (1) housing of the Law Library, (2) control of its collections, (3) supervisory control of acquisitions, and (4) processing operations. This year's *Report* indicates some realistic thinking on the part of the administration with regard to this unit. The changes involved are discussed at the end of the chapter. Briefly, the Law Library moves steadily closer to complete independence, to the status of a library within a library, by (1) self-contained housing, (2) absolute self-control of its collections, and (3) increased independence in acquisitions. Processing remains a general library operation. Taken as a whole, the developments in the Law Library during this year represent enormous progress. The intent and hope of the administrators of the Law Library is readily apparent in the closing sentence of this chapter: "Much credit is due the members of the staff who labor loyally under great odds to make the *National Law Library* the country's greatest service library."⁶

The fourth chapter covers "Acquisitions" in much the same fashion as the previous year. A brief portion relates the difficulties and problems of acquisition under war conditions; this is followed by detailed reporting of important items acquired during the year. An unsuccessful attempt is made to group these items under the general headings of the objectives set forth in the 1940 *Report*.

The chapter on "Processing" is more important this year as an outline of future action than as a record of unusual accomplishment. Attention is given to process file, cost analysis, temporary cataloging, brief cataloging, and other related problems, with indications of progress in some fields and good intentions in others. Particularly noteworthy is a terminal statement headed "Program for the Future."

The remainder of the report is in the usual tradition, with one exception—the new section, "Custody of Collections and Buildings" (pp. 149-56). This is the realm of that laborious

⁵ *Ibid.*, p. 221.

⁶ *Ibid.*, p. 92. (Italics mine.)

and practically invisible personage unhappily dubbed the "Keeper of the Collections." This chapter contains a concise, competent account of the emergency measures taken for the protection of the collections and buildings—an account which will be of some historical significance and perhaps even of current interest to other librarians. Brief chapters on "Personnel" and "Finance," together with the numerous appendixes, tables, etc., complete the volume.

Considered as a whole, the 1942 *Report* does not make as strong an impression as its near predecessors. The new form is more convenient, more readable, and conforms more to actual activities. In it, form and function begin to run together. In this year the Library was assailed by a multitude of new activities at a time when staff problems were growing daily more acute, and materials ever more difficult of access and disposition. During this year the evacuation of parts of the collections was carried out, and some progress was made in the preparation of a series of manuals covering the operations of the Library of Congress. Other recommendations of the Librarian's Committee were initiated, if not completed. Certainly one of the most useful of these was the establishment of the Central Serial Record, a long-needed bit of co-ordination. Finally, this report has its measure of importance as a further development in the establishment of a final form. It is to the next year, however, fiscal 1943, that we must look for further evidence that form and function can, and should, go hand in hand.

The *Annual Report of the Librarian of Congress for the Fiscal Year Ended June 30, 1943* is by far the most notable report of the entire series. This report is divided into two large parts. Part I, "Operations," the composition of Mr. MacLeish, covers topics from "Administration" to "Personnel." Part II has "Acquisitions" as its theme and includes accounts of notable materials acquired during the year. These accounts are preceded by a brief introduction by Mr. David C. Mearns, the editor of this section.

In Part I, the first chapter deserves the particular attention of library administrators and students of library administration. The Librarian's first paragraph is a direct announcement of the aim of this report:

Administrative organization is not, or should not be, an end in itself. Nevertheless some account of it has its inevitable place in any attempt to describe a

living institution. Without an understanding of anatomy it is difficult to picture function. And what is true in biology is true in government as well [p. 13].

He goes on to sketch briefly recent changes in the organization of this great library. Beginning with the time when "more than thirty divisions or officers of the Library reported . . . directly to the Librarian," the Librarian points out first the separation of the three large departments, then the several stages of progress within those departments. Here again, though these few pages represent chiefly a progress report, there is more of Mr. MacLeish's plain philosophy for plain people. In part, it reads as follows:

Broad administrative organization . . . depends for its success, like all administrative devices, on the human beings involved. "Administrative machinery" is not machinery but people, and "administrative channels" are not channels but human relationships. An efficient and effective agency is an agency in which administrative forms are recognized for what they are—forms and not substance. The moment "channels" dominate communications or administrative charts tyrannize over administrative action, the official joints congeal and the institution hardens [p. 16].

Certain minor changes in the several departments are noted. In the Processing Department, changes have been made to give more detailed control and measurements of processing operations. Information concerning processing costs is promised for the next annual report. Changes in the Reference Department are chiefly the result of new services initiated and new demands imposed upon an already heavily burdened structure. At this point the reader would do well to consider briefly the length of the list of officers of the Reference Department (pp. 8-9). It is at once obvious that here is a repetition, within a department, of the situation which faced the Librarian himself in relation to his divisions and officers only a few years ago. There are no less than twenty-four principal officers listed as responsible to the director of the Reference Department. This is a situation which is clearly ripe for administrative reorganization, and it is recognized as such by the Librarian (p. 14).

A paragraph is devoted to the progress in the preparation of library manuals. This work must necessarily move slowly for two reasons: the unprecedented expansion of current activities and the still changing organizational

picture. There must be a fairly stable organizational setup before the work of the units of that organization can be described in detail. There can be no doubt that the expressed determination of the Librarian will finally result in a valuable series of staff manuals when these difficulties are decreased or eliminated.

The second chapter of this report is concerned with the financial operations of the Library. It offers a very useful outline of the Library's sources of income—sources which may be little known to some readers. Reference is made first to private sources of income; a second important source is the rather considerable sum which the Library has invested through the Trust Fund Board. The third element of this financial setup is described in terms of the amounts of actual income from certain services of the Library of Congress paid into the Treasury of the United States. In addition to the annual appropriations to the Library of Congress, a number of self-supporting activities and transfers from other government agencies complete the picture. At the end of this chapter the logic behind the new Acquisitions Department is reviewed for the benefit of those who may find it difficult to visualize the unique problems of acquisition in a library like this one.

The third chapter is devoted to two major problems which are common to all large libraries—inventory and binding. Inventory work in the Library of Congress offers all the difficulties inherent in a great and varied collection plus the almost insurmountable problems of numerous unknowns, such as blind deposits, uncalendared manuscripts, etc. The second topic, bindery, arouses more than idle curiosity with its statistics of costs and production, as well as by the statement of needs. It appears that in the fiscal year 1943 the Library bound a grand total of approximately 55,000 volumes for an expended \$144,000. Of these volumes, 22,585 received only quarter-binding. This seems to indicate an average cost of some \$2.75 per volume. In addition to regular binding, some 3,623 were rebound for a total of \$14,000, or an average cost of almost \$4.00 per volume. It is little wonder that the Librarian estimates that the accumulated arrearages of binding would require "several millions of dollars." The unit costs indicated above lead one to wonder if large libraries might not do far better to place their binding work in private industry rather than to operate their own bind-

eries. Under good government there is no reason why standardized operations should cost more in government shops than in private industry.

A survey of new materials received in the Library during the year comprises the fourth chapter of this report. Some new fields of acquisition—motion pictures and photographs—are described, together with the problems of storage and handling they entail. A historical note is found in the account of the development of the co-operative purchasing program, from its inception to its present state of fund-seeking. It is also here that we have the promise of the final form of the *Annual Report* in a note concerning the method of announcing noteworthy gifts and purchases as they are added to the several collections of the Library of Congress. The note announces the forthcoming publication of the *Quarterly Journal of Current Acquisitions*, which will contain the "detailed account of purchases and gifts of unusual interest or particular importance." Two issues of this bulletin have already appeared. This is, then, the last *Annual Report* which will be burdened with massive doses of details of the unique and marvelous items acquired each year. Henceforth the *Quarterly Journal* will be the robust vehicle for the dissemination of this not so subtle propaganda for the enlargement of the collections.

Production in processing is the theme of the fifth chapter. The apparent lag between receipt and processing is a matter of grave concern to the Librarian of Congress as well as to all large libraries. In previous reports Mr. MacLeish has commented modestly on this problem, in a manner befitting his modest experience in this rather technical aspect of modern library practice; now, with a more mature background of practical understanding, he does not hesitate to express his very cogent thoughts on this subject:

The problem, of course, is not a new one: it has been noticed in these reports before. Neither is it a problem peculiar to the Library of Congress. As the president of a great American university has put it, American libraries as a whole are either doing far too much or far too little in their efforts to catalog the vast modern flow of printed and near-printed materials. Libraries should either have the courage of their convictions and demand in season and out that they be provided with the armies of catalogers who would be required to apply the existing procedures to the swelling flood of print, or they should admit that the procedures are outmoded and devote

all their efforts to the search for a solution adapted to the realities of the work to be done and the time and manpower available to do it.

The prescription is a harsh one, but it may be the part of wisdom to swallow it. At the very least, the sickness should be admitted and the symptoms studied. It is at least possible that if the profession would candidly face the fact that present cataloging methods are nineteenth century methods devised for forms of print which no longer constitute the bulk of library accessions, and for categories of readers who constitute a part only of present and potential library clientele, a solution satisfactory to the profession could be found. What is needed is a form of control adapted to the mass and form of materials libraries now take in and useful to the readers who consult those materials—a form superior both qualitatively and quantitatively to forms now in use—a form precise enough to serve the specialist but not so cabalistic or elaborate as to confuse the general reader [p. 45].

Fighting words! Mr. MacLeish goes on to describe certain activities of the Library of Congress designed to uncover and test various solutions of this problem. Co-operative cataloging is discussed briefly, and the problem of subject headings is acknowledged. The curious thing about Mr. MacLeish is that, once he "acknowledges" a problem, you may be sure it will appear and reappear among his projects until definite action has been taken.

The remaining chapters of Part I review the varied services performed by the Library during the year—bibliographical work, publications, and the several photo-laboratory enterprises. The tenth chapter, one of the longer ones, contains a very interesting and informative survey of the personnel difficulties of a large government library in wartime Washington. Add to the known low salary level of library employees the competition of higher-paid civil service positions, losses to the armed services, and the decrease in numbers of new library-trained personnel available, and it is not so surprising to read that, after one year of survey, only 553 out of 1,449 positions were held by the same people who started the year. This chapter also contains the Librarian's citations for the year, that is, the noteworthy accomplishments of many of the outstanding employees of the Library of Congress. The report of the Copyright Office is given as the eleventh and last chapter. This differs from previous years only in its brevity. It now constitutes no more than nine pages of text and tables. Before going into Part II, this is perhaps the place to note the absence

of a separate departmental report for the Law Library. The work of the Law Library is discussed in various places through the whole report, and, at least in so far as reporting is concerned, the Law Library becomes an integral part of a well-organized whole.

For those who have only a nodding acquaintance with the editor of Part II of this *Annual Report*, Mr. David C. Mearns, a brief quotation will illustrate the man and his thought in his capacity as the arbiter of acquisition policy in the Library of Congress. This quotation comprises the two most notable paragraphs of Part II, and for language and thought they will have an honored place in the Library's record:

Additions made to the collections of a great library are a measure of its health, for they reflect the competence or incompetence, the imagination or stupor, the enthusiasm or complacency of its curators, and provide a test of its purpose. Mere *accumulation*, whether it be the accumulation of books or the accumulation of other physical objects, sets only a standard for sterility and stagnation; whereas *development*—intentional and organized and occasionally attained—is an hematogen, enriching and renewing the blood. Acquisitions, in other words, are recognizable either as sources of strength or as causes of weakness, and may be subjected to a qualitative examination.

The Library of Congress develops in two ways: through the receipt of copyright deposits and unsolicited gifts it is provided with the current record of American expression, and through purchase and exchange together with inspired benevolence and careful planning, it is enabled to secure the records of other peoples and other times. The first is unfailingly but indiscriminately effective; whereas the second is capricious, and to be successful must combine business and learning, diplomacy and foresight, and most important of all, good fortune [p. 103].

The text of the twenty chapters following this introduction is little more than a succession of extracts from the divisional reports of notable acquisitions. There are two sections only which invite greater attention by virtue of their first appearance in an *Annual Report*—chapter xviii, "Photographs," and chapter xix, "Motion Pictures." Both of these are new fields for the Library, and these chapters will be the historical record of their beginnings. It would serve no useful purpose to comment further on the remaining chapters of this part; they follow the usual pattern and would interest relatively few people.

Let us now consider what general conclusions can be derived from the detailed study of this series of annual reports. We have seen the form develop from the undisciplined one of five years ago to a new kind of report—readable, thought-provoking, and realistic. We may expect next year's report to be a peak in library reporting. We have seen the Library of Congress and its administrators take an ever growing part in the initiation and promotion of progressive librarianship. The problems of this library are also those of many large libraries; it now appears that the Library of Congress willingly accepts its responsibilities as the leading library of our country and will have a large part in searching for solutions.

It is also apparent that the administrative

organization of the Library of Congress has made extraordinary progress. Out of the ashes of a conglomerate and formless mass of divisions and officers, the Library of Congress has developed a functional, streamlined administrative organization comprehensible to all.⁷ One might call this series of reports the accounting of the first five-year plan. Many of us will be watching and cheering the second.

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⁷ A definitive statement of the reorganization of the Reference Department has just appeared in General Order No. 1218 and Special Order No. 88; both are well worth studying.

THE CONTRIBUTORS TO THIS ISSUE

ARNA BONTEMPS was born in Alexandria, Louisiana, on October 13, 1902. He was graduated from Pacific Union College in 1923. From 1924 to 1931 he taught in the Harlem Academy, New York City, and during the next three years at Oakwood Junior College, Huntsville, Alabama. Since 1934 he has engaged in free-lance writing, returned briefly to private-school teaching, held a Julius Rosenwald Fund Fellowship for creative writing and travel in the Caribbean and another for study in the Graduate Library School of the University of Chicago, and served for a period as editorial supervisor in the Illinois Writers' Project. He received his A.M. degree from the Graduate Library School in December, 1943. Since July, 1943, he has been librarian at Fisk University. Mr. Bontemps's poetry has been published in many periodicals and anthologies; he was awarded the Crisis Poetry Prize in 1926 and the Alexander Pushkin Poetry Prize in 1926 and 1927. His novels include *God Sends Sunday* (1931), *Black Thunder* (1936), and *Drums at Dusk* (1939); his juveniles, *Popo and Fifina*, with Langston Hughes (1932), *You Can't Pet a Possum* (1934), *Sad-faced Boy* (1937), *Golden Slippers* (1941), and *The Fast Sooner Hound*, with Jack Conroy (1942). He edited W. C. Handy's *Father of the Blues* in 1941, and magazine articles by him have appeared in the *Horn Book*, *Common Ground*, and the *Yale Library Gazette*. Another juvenile, *We Have Tomorrow*, is scheduled for publication by the Houghton Mifflin Company in the spring of 1945, and Mr. Bontemps and Mr. Conroy have been commissioned by Doubleday, Doran and Company to write a book on internal migration in the United States, entitled "They Seek a City."

LOUIS KAPLAN, reference librarian at the University of Wisconsin, was born in New York on January 27, 1909. He received his B.S. de-

gree from the University of Chattanooga in 1930, his M.A. (1932) and Ph.D. (1939) from Ohio State University, and his B.S. in L.S. from the University of Illinois in 1937. He was teaching assistant at the University of Chattanooga in 1930-31 and at Ohio State University in 1934-35. In 1937 he assumed his present position at the University of Wisconsin. He is the author of *Research Materials in the Social Sciences* (Madison: University of Wisconsin Press, 1939) and the editor of *Review Index* (1941—). Mr. Kaplan is at present serving in the armed forces.

PATRICIA B. KNAPP: for biographical information see the *Library Quarterly*, XIII (1943), 342.

LEONA ROSTENBERG: for biographical information see the *Library Quarterly*, XIII (1943), 61. Miss Rostenberg is still associated with a rare-book dealer in New York and continues her researches in printing history and bibliography. Articles published recently include "Margaret Fuller and Elizabeth Barrett Browning," *American Notes and Queries*, II (February, 1943); "Some Anonymous and Pseudonymous Thrillers of Louisa M. Alcott," in *Papers of the Bibliographical Society of America*, XXXVII (July, 1943); "The Sign of Basle: The Reformation Activities of a Paris Basle Publishing House, 1519-1540," *Lutheran Church Quarterly*, XVI (July, 1943); and "The Printing of English Reformation Literature at Strassburg, 1528," *ibid.*, XVII (January, 1944).

RALPH R. SHAW: for biographical information see the *Library Quarterly*, VIII (1938), 521-22. Since 1940 Mr. Shaw has been librarian of the United States Department of Agriculture. He was inducted into the Army early in June.

REVIEWS

The Administration of the American Public Library. By E. W. McDIARMID and JOHN McDIARMID. ("Illinois Contributions to Librarianship," No. 3.) American Library Association and University of Illinois Press, 1943. Pp. xii+250. \$3.00.

The Administration of the American Public Library is a notable contribution to the growing literature on the library in the political order. In recent years the public library has been studied from the viewpoint of American government, general administration principles, public administration concepts, and public finance. The present volume is in the area of the managerial organization of libraries and is partly a report on administrative practice and partly a venture into administrative speculation.

An experienced librarian and an experienced public administrator collaborated to produce *The Administration of the American Public Library*. The result is a balanced presentation which, for the most part, gives due weight to the realities of library administration and to the concepts of public administration.

Parenthetically, it may be noted that a blending of the two viewpoints is less difficult today than it would have been a few decades ago. Attention by public librarians to specialization and co-ordination of functions has narrowed the gap between principles of administration in libraries and in other public enterprises. Improvements in civil administration as well as changes in libraries in the next few decades are likely to minimize certain issues which remain, and greater unification of the library with local government is to be expected.

This study deals with the administrative organization of public libraries under such headings as the library board, departmentation, co-ordination, finance, and personnel. Under each subdivision of these headings the analysis proceeds according to a strict and pedestrian pattern. Current practice as observed during visits to 42 large libraries and as reported in questionnaires, annual reports, and by-laws received from 202 libraries in cities over 35,000 in population are first summarized. The advantages and disadvantages of a form of organization are

then listed, frequently in numbered sequence. A brief evaluation of pros and cons leads, finally, to various recommendations, also numbered. The selection of a textbook form of presentation is unfortunate in an exploratory treatise. While the reader is never lost, he is never carried along in a sustained argument.

The chapters on personnel and finance are not so thorough as the chapters on executive officers, departmentation, and co-ordination. Important topics—examinations in personnel administration or long-range planning of budgets in finance, for example—are dismissed in single paragraphs. In these sketchy sections the casualty in the orderly presentation is the step which evaluates the advantages and disadvantages of a particular form of organization. As a result, the recommendations come as arbitrary decisions which sometimes appear to be based on the precepts of management and not on the requirements of library administration.

The significant contribution of the book is in the section on departmentation and the related areas of library executives and co-ordinating devices. The authors' views in this area are epitomized in a suggested administrative organization for public libraries. The central theme is a division of adult service activities into four administrative units: fact-finding and information departments, education and advisory departments, a department of recreational reading, and a department of research. Subject divisions would be grouped under the education department. In large libraries each department would have a co-ordinator to study service problems in relation to other departments and to stimulate closer relations between the main library and the branches, while in medium-sized libraries a single co-ordinator of adult services would perform these functions.

This proposal divides service activities into the basic purposes of libraries in place of the older division into functions and the new division into the subject content of books. It is comparable to the customary division of public health agencies into departments of disease prevention, disease control, etc., and opens up the

possibility of aiming library services more directly at basic purposes.

One may raise the question, however, as to the relation of the proposal to the realities of book use. Any piece of printed material is used for a confusing variety of purposes, not only by different people but by the same person. Abstract library purposes tend to fuse together when applied to individual books. The most clear cut of the four proposed divisions is the information department, which corresponds closely to the reference department in large libraries. The research department, the next most definite division, might be difficult to distinguish in practice from the information department. The most serious difficulty arises in connection with the education and recreation departments, and it arises from the fact that the two terms are not distinctive. One applies to the end product of experience; the other, to the nature of experience. A person may have a recreational (diverting) or a boring (tiring) experience which may or may not lead to educational results (that is, improvement in the individual). This relationship is illustrated in the reading of a book about a hobby, which presumably is done for recreational purposes but which also presumably leads to educational results. The education-recreation distinction is not only difficult to maintain in practice but also untenable in theory. The suggestion of the authors does open a provocative line of speculation, however, and may have practical application when public library objectives are more carefully defined.

In addition to a major grouping of library service activities by purposes, the suggested organization calls for several types of auxiliary departments. Processing is to be unified into a single department; provision is to be made for research and planning. Somewhat more difficult to accept is the recommendation for dual control for branch libraries with lines of authority leading both to a children's department and to a branch and extension department. The authors insist, in devious argument, that this arrangement does not violate the principle of unity of management. It is not clear, however, why adult information and advisory services should be unified throughout a library system by coordinating officers, but children's work by a line officer.

Two matters directly related to library departmentation deserve more attention than they receive. One is the relationship of depart-

mentation to the stage of specialization of library work. Modern industrial organization with its complex system of departmentation is primarily a vehicle for utilizing a multiplicity of specialized skills and has been built up from individual jobs. The authors examine library departmentation, so to speak, from the top down and not from the individual job up. Problems of departmentation growing out of library job specialization are hardly touched upon in this book.

The second matter relating to library organization to which additional attention might have been given is the lack of career machinery within libraries for producing "middle" administrators prepared to fill the positions which the new theory of organization requires. These positions need administrators whose main task is planning and co-ordinating a variety of functions rather than directing a single function. It is not easy to find qualified persons to fill positions of chief administrators in medium-sized and large public libraries, much less to find persons with similar ability to fill positions as heads of processing departments or as co-ordinators of adult services. Very few libraries are consciously preparing junior executives. This situation is likely to condition library organization for some time to come.

In the chapter on the library board the authors contend that trustees should not engage in management details. This is a more or less dead issue on which most trustees as well as librarians are agreed in theory. Putting it into practice is another matter, requiring trustees to forsake concerns assigned by law and to turn to rather tenuous activities not prescribed by law. The present book would have carried analysis forward into unexplored areas if it had scrutinized the role of the library board in policy determination. This question needs careful examination from the public administration viewpoint to determine why librarianship should have policy determination by a lay board. The authors, like most students of librarianship, accept the policy role of trustees and do not discuss the fundamental problem involved here.

The several questions raised about *The Administration of the American Public Library* serve merely to demonstrate the provocative nature of the book. The volume repays reading by virtue of the clarity of its insight and the challenge of its recommendations. It is refreshing in its freedom from the jargon of public administration. Not many librarians are likely to

adopt the suggested administrative organization, but all librarians will profit from an understanding of the administrative ideas advanced. The book is required reading before any job of public library reorganization.

LOWELL MARTIN

Graduate Library School
University of Chicago

The People Are Ready To Discuss the Post-war World: A Report of an Experiment in Adult Education. Edited by WINIFRED FISHER. New York: Adult Education Council, 1944. \$0.25.

This pamphlet is "the report of an experiment in adult education for post-war planning conducted jointly by the Good Neighbor Committee, National Federation of Settlements, United Neighborhood Houses of New York, and New York Adult Education Council." The experiment was under the general supervision of a committee headed by Professor Eduard C. Lindeman, who contributes an excellent leading article.

The purpose of the project was to organize informal discussion groups in neighborhood houses composed of the ordinary run-of-the-mill people to be found in a large city. There were twelve groups organized, and eight survived the series to emerge with pretty general agreement on the importance of the topics chosen and the methods used.

One essential feature was that, although the groups were small, the leadership was of high quality. Another was that a questionnaire was filled out by each participant at the beginning and the same one again filled out at the end of the ten-week sessions. Some striking results were revealed by a comparison of points of view "before and after."

Although, numerically, the experiment was of a limited nature, it revealed some interesting points on methods to be used with such groups. Most important, it revealed, as indicated in the title chosen by Miss Fisher, that the people are ready to discuss these problems, to face the issues, but lack leadership to organize, promote, and conduct such vitally important activity.

R. RUSSELL MUNN

Akron Public Library

American Library Laws. Edited by JAMES C. FOUTTS. 2d ed. Chicago: American Library Association, 1943. Pp. viii + 1247. \$10.

After long years of preparation and waiting, the second edition of *American Library Laws* has been issued. The work has been sponsored by the League of Library Commissions, and publication has been made possible by a grant from the Carnegie Corporation of New York. The second edition is patterned on the original work, with some important minor changes. Library laws in force in 1941 are arranged by states, territories, and dependencies, and under each state the arrangement is by major types of libraries, library agencies, and "miscellaneous provisions." Library legislation of Mexico, Canada, Newfoundland, Labrador, the Canadian provinces, and the British colonies and dependencies in America is omitted. Cross-references, court and attorney-general decisions, and explanatory and historical notes with a few unimportant exceptions are not included in this edition.

In evaluating the publication, one must consider the public for whom the book is chiefly intended. It seems probable that the chief value of such a work should be (1) to those who make the law and legislation their business; (2) to those librarians and students who are interested in library trends, library planning, library history; (3) to public, school, and state library administrators and supervisors; and (4) to other librarians who have official relationships with any form of government or any public agency.

If this book is intended chiefly as a reference tool for the first-mentioned group and is designed to furnish in the most convenient form an omnibus of current library laws, the book fails of its purpose on six important counts.

1. It is far from up to date. It ends generally with the legislation of 1941, although it includes a few 1942 laws.

2. It is not organized for effective reference use. Neither the classification of subject material nor the Index is sufficiently detailed to make easy any comparative study of library legislation in special areas or subjects. For instance, the subject "Certification of Librarians" is not generally made a separate subject heading, and the Index falls far short of showing a complete gathering of the legislation on this subject.

3. It is not complete. There are important fields of legislation directly related to libraries which one would expect to find but which are

not included. Such subjects as tax limitation, library adult education, civil service, fair-trade acts, and salaries are either absent or very inadequately represented.

4. It lacks interpretative material. The interpretation of the law is as important as the law itself. This may involve historical notes, references to other laws, and leading opinions of the courts and the attorney-generals of the states. The first edition of *American Library Laws* contained some such material, although it fell far short of the prevailing standard for compilations and digests of legislation. The second edition lacks such notes and references.

5. The main headings used are not always uniform or in consistent order.

6. The omission of Canadian and British provincial matter is unfortunate, particularly as to our neighbors to the north and south. Canada has long been in the forefront in many matters of library policy and legislation, and the present and future are bringing us and our neighboring states to the south into much closer relationship.

For the other groups of users, i.e., students of library legislation and history, library administrators, political scientists, state library officials, sociologists, and planners, the book has some additional limitations. Mr. M. J. Ferguson, in his Introduction to the first edition, was an interpreter as well as a compiler. He attempted to point out the hodgepodge that library legislation usually is—to indicate the qualities of a good state library law, the chief matters of controversy, and the elements of a sound library policy in the art of lawmaking.

The second edition refers to Mr. Ferguson's Introduction as still of value, but it makes no attempt to capitalize on the vast labor of compilation involved in the book and to report or comment on such matters as trends in legislation, good bill-drafting, units of library administration, interrelationships of units of government, state and local reorganization, library finance, essentials of legislative planning, and the like.

It is unfortunate that this work is out of date before it is printed. It is hoped that supplements or a digest service may be planned to make good its deficiencies and to keep it up to date.

FRANK L. TOLMAN

State Education Department
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The Growth of American Thought. By MERLE CURTI. New York: Harper & Bros., 1943. Pp. xx+848. \$5.00.

Whatever the forces—economic, political, or religious—that encouraged seventeenth-century migration to the American continent, the emigrés brought with them a cultural pattern which, from its highest ideals to its grossest vulgarities, was derived from Old World origins. The history of the Colonial period is a record of adaptation of this European heritage of thought and knowledge to the conditions of colonization and a new physical and social environment. The initial intensity of religious emotion, the polite learning of the Renaissance, the impact of the Age of Enlightenment, all were modified by the exigencies of life in the New World; and the culture which developed from this period was, in turn, influenced by the growth of nationalism, the rise of an industrial economy, the passing of the frontier, and the spread of urbanization. The purpose of Curti's book, therefore, is to present, from the point of view of the social historian, this evolution of American thought from the first colonizations in Virginia and New England to the cultural implications of the present war with Germany and Japan.

Like Parrington's *Main Currents*, Curti's study of the progress on American soil of knowledge of the physical universe, of human nature, and of social relationships is written in terms of struggle. His is an America that was nurtured in rebellion from the earliest days of the Puritan theocracy. In the beginning freedom and oligarchy were engaged in a conflict to determine whether New England was to be aristocratic or democratic. During the period of the Revolution cultural nationalism and the ideology of the Enlightenment were set over against the forces of conservative reaction. The patrician leadership of the first third of the nineteenth century was challenged by the essential democracy of the frontier, and a growing regionalism conflicted with the nationalism inherited from the Revolutionary era. The triumph of money power and industrialization, after the Civil War, was opposed by the rise of a Marxian philosophy and an increasing sympathy for collectivization in its various forms. In presenting this panorama of the strong, slow march of ideas, intellectual generalities are pitted against each other almost as if the author were reporting a protracted athletic contest; and, though he strives to present this play-by-play account

with objectivity and fairness, he resembles Parrington also in his point of view, which is liberal rather than conservative—Jeffersonian, not Federalist. His pride in the democratic tradition is always evident, and, however the score of the game may stand at a given moment, there is never any doubt about the side he favors. If this be partisanship, there will be no want of critics to make the most of it; but there will be many reviewers, too, who will be quite ready to praise the author's sanity and freedom from distorting bias.

However, for the readers of the *Library Quarterly*, this book's immediate interest lies in the fact that in its pages for the first time a competent student of the history of American culture has not neglected the role of the library in the development of American thought. If Curti has failed to emphasize as strongly as he might the importance of the library, certainly he has done much more than any of his predecessors. From the gift of Captain Keayne to the grants of the Carnegie Corporation, he has related the interest in library formation and establishment to contemporary cultural and social trends.

He finds that the earliest libraries of the colonies, especially the private and quasi-public collections, reflected, on the one hand, the religious intensity of the earlier settlers and, on the other, an expressed need for at least a minimum of educational opportunity for the youth of the New World. Similarly, the development of the social libraries in the eighteenth century appears as an expression of the Enlightenment, an awakening interest in science, the growth of a militant nationalism, and the patrician leadership of American culture. Quite rightly, Professor Curti has emphasized the economic and social factors as being more important than regional differences in these earlier reading habits and interests. The intellectual concerns of the farmers who, at the close of the Colonial period, represented a majority of the American population stood in sharp contrast not only to the culture of the well-to-do planters, government officials, and merchant princes but also to those of the frontiersmen and the low-income classes of the towns. Regionalism, then, was important only for the extent to which it reflected differentials in economic status.

The movement for the popularization of knowledge that flourished after the Jacksonian era brought with it a revival of interest in the social libraries, the growth of specialized collec-

tions for the young mechanics' apprentices and merchants' clerks, and the first attempts, in New Hampshire, Massachusetts, and other New England states, to establish truly public libraries financed in whole or in part from municipal funds. The rapid expansion of the public library movement after the Civil War, the founding of the American Library Association in 1876, the importance of the Carnegie gifts, and the termination of the narrative with the restrictive influence of the depression of the 1930's on library resources—all are properly integrated with their contemporary social phenomena. If all this is not treated in as great detail as the historian of library development would prefer, at least enough is said to convince even a casual reader that the library, in all its forms, was an important factor in the entirety of the American cultural pattern.

In general, Curti's account of the growth and development of libraries is factually accurate, though there are a few minor errors that should be corrected in a subsequent printing of the book. The Library of Congress was not "destroyed" by fire in 1825 (p. 223); actually, the damage to the book collections was slight. New York and New Hampshire in 1818, not New York in 1820 (*ibid.*), founded the first state libraries; and as early as 1811 the Massachusetts General Court provided for the exchange of documents with other states so that a reference collection suitable for the use of the legislators could be assembled. The "Coonskin Library" was not established at Marietta, as Curti implies (p. 271), but at Ames, Ohio. The Town Library of Peterborough, New Hampshire, was formed in 1833, not 1831 (p. 365); and it is quite doubtful whether the public library of Orange, Massachusetts, really dates from 1846 (*ibid.*), as the record on this point is far from reliable. But these are only minor blemishes in a treatment which, by and large, is admirable; a treatment which, it should be observed, is at its best in the section dealing with the rise of the mechanics' and mercantile libraries, where the author leans heavily upon the work of one of his earlier research assistants, Sidney Ditzion, whose studies have been published in the *Library Quarterly*.

In conclusion, it must be said that Merle Curti has written a very useful book. To be sure, it is not an important book in the sense that those of Parrington, Beard, and Perry Miller are important, for he lacks the brilliance,

analytical power, and erudition of these three men. He summarizes rather than advances our thinking, and never does the reader experience that inner compulsion to put the book aside to contemplate the fuller meaning of the author's insight. In short, *The Growth of American Thought* is expository and descriptive rather than analytic. But, for all that, it is a substantial and scholarly, if somewhat pedestrian, treatment, and historians and librarians alike will find it a welcome addition to their shelves.

J. H. SHERA

University of Chicago Libraries

The Program of Instruction in Library Schools.

By KEYES D. METCALF, JOHN DALE RUSSELL, and ANDREW D. OSBORN. ("Illinois Contributions to Librarianship," No. 2.) Urbana: University of Illinois Press, 1943. Pp. x+140. Cloth, \$1.50; paper, \$1.00.

This short volume is the preliminary and theoretical section of a report on the University of Illinois Library School made by the authors after a study extending over two years. It deals, to quote its Preface, with "American standards and ideals of education for librarianship" and with "the library training situation in this country as it has been developing and as it stands today." And it is a worthy member in that succession of appraisals from Dr. Williamson's *Training for Library Service* in 1923 to Professor Reece's *Programs for Library Schools*, which appeared but a few months earlier than the Illinois study.

Six of the study's ten chapters are devoted to the first-year program of instruction, a seventh to the second year as it is offered in five institutions in the United States, and the final three to some aspects of library-school administration: executive and legislative functions, faculty, and problems of student personnel. While the latter sections are of much value and will be read with interest and profit by the relatively small group of administrators and advanced faculty concerned, it is the first two-thirds of the volume, dealing with the basic first-year course, which should be the concern of every instructor in the thirty-four accredited schools now offering that training.

These six chapters analyze the general aims

and objectives of library-school courses and the methods of instruction commonly used to attain them and, finally, suggest improvements in instructional procedures. Along the way the four main courses—administration, book selection, cataloging, and reference and bibliography—come in for more specific consideration, as do the methods typically employed in each.

It is in the general appraisal of methods and suggestions for their improvement, I believe, that the report is most brilliant and most fertile. Lectures, question-and-answer recitation, problems, papers, field work and observation, special lectures, seminars—all receive searching scrutiny. Syllabuses, textbooks, and examinations are taken apart. The working load of students and the optimum size of classes in different subjects are for almost the first time the subject of special attention. Suggested improvements include planning co-operatively the requirements and assignments for all courses; giving pretests to excuse students from units of instruction already mastered; evaluating students on the basis of comprehensive mastery, not on day-to-day performance in detail; using more visual methods; reducing the amount of time spent in the classroom; possibly introducing the tutorial method, along with lectures to very large groups; obtaining better textbooks; and bringing library-school instructors together for discussion of instructional problems. Hardly an instructor who has wrestled with the present overcrowded curriculum and the problem of presenting it to students of heterogeneous backgrounds but will welcome such suggestions with cheers.

When it comes to the more specific analysis of objectives and methods course by course, it is difficult not to feel some slight disappointment. The suggested improvements in method appear adequate to the aims defined, but, in view of creative efforts already made here and there to reshape the curriculum nearer to the assumed goals of library training, those definitions seem somehow static. Experiments like that at Denver, combining reference and book selection in a single unit; Mr. Reece's fertile suggestion for a totally new classification of the curriculum (as yet purely theoretical and probably acceptable to hardly anyone else just as it stands); the inclusion at Columbia of the course known as "Fundamentals of Library Service," stressing sociological, educational, and philosophical implications of librarianship—all these, to mention

only the few best known to the writer, seem to have left no trace on the aims as defined above.

Two reasons may be discovered, one in the expressed purpose of the report. The authors were to examine a given library school, "but to study one satisfactorily . . . library schools in general must be considered." Hence the present composite picture of current practice as a fair basis of comparison, with suggested improvements calling for no radical departure from that pattern. And, frankly, such improvements are much likelier of immediate adoption than, say, those of Mr. Reece. The other reason for this present policy of the middle way is brilliantly presented in the introductory pages on curriculum, where the authors consider the difference between the library school and other professional schools. Their analysis is so cogent and so comparatively new that I may be forgiven for quoting at some length:

It is common for the professional schools to teach the theoretical disciplines on which their practical disciplines are based or else the philosophy of their subjects. The engineering student learns physics, while the law student studies the philosophy of law. But the library school program offers no such fundamental course. Its curriculum is not integrated with any theoretical discipline such as education or sociology. The philosophy of librarianship is not taught, nor indeed does such a philosophy exist except in its very elementary stages. . . .

The lack of any adequate connection with a theoretical discipline to serve as its foundation is perhaps the greatest weakness in the library school program. . . . It is important to add that the lack of a theoretical foundation for librarianship is not due to neglect of such matters, but rather to an inherent difficulty in the task. In point of fact, librarianship takes its theoretical foundation from more than one discipline: from sociology for its institutional characteristics [and, I would add, its psychology of serving groups], from education for its cultural values, and from philosophy for the general theory of learning and knowledge that must give direction and meaning to its work. Until its needed propaedeutic is worked out, library science as a discipline will be handicapped. Accordingly, it must be set down as a prime objective that the theoretical foundations of library science should be clarified and then worked into a course that will give meaning and purpose to the whole curriculum [pp. 18-19].

One can but hope that the authors are already working on that specific solution!

JEANNETTE H. FOSTER

Drexel Institute
Philadelphia

New York State Library 125th Annual Report, 1942: A Treasure House of New York History. ("University of the State of New York Bulletins," No. 1254.) Albany, 1943. Pp. 143.

Like all good library reports, this one contains full information about the period it covers—July 1, 1941, to June 30, 1942. In it you may learn that in that year the Catalog Section of the New York State Library cataloged 9,194 volumes; that the Law Library reshelfed more than 50,000 volumes and added 3,500 records and briefs to its collection; that 1,050 volumes were accessioned by the Library for the Blind; that large additions were made to the Manuscripts and History Section; and that the General Library came to the end of the period with half a million manuscripts, three-quarters of a million books, and slightly more than a million pamphlets.

But if, like the writer of this review, you happen to be a librarian by force of circumstances rather than by choice and professional training, you are more likely to be interested in that part of the report which deals with recent outstanding acquisitions rather than routine functions. Despite the fire which destroyed so much of its collection twenty-three years ago, the New York State Library remains one of the great American cultural repositories, and each year sees notable additions to its holdings. In this volume are described some especially noteworthy examples. A letter from a soldier of 1776 has a timely ring: "The place is like a Dam'd Hog sty & the people who are in it is Not much better than Hoggs." (The town of Albany was the subject of his remark, but many a soldier of 1943 has written of other American localities in not dissimilar terms.) Another writer, this time putting pen to paper in the spring of 1809, described a boat trip he had just taken with Robert Fulton—"an agreeable man enough, rather vain, and dont look much like the inventor of so useful a piece of mechanism as the steam boat." The original manuscript of Theodore Roosevelt's *Rough Riders* was acquired by purchase during the year, to join a noble group of presidential writings which includes the original manuscript of Washington's "Farewell Address" and Lincoln's preliminary "Proclamation of Emancipation." And the year's haul included the papers of Governor Edwin D. Morgan, in which were found five Lincoln letters. Three of these, including two long and impor-

tant letters hitherto unpublished, are printed in full.

Library catalogers will do well to spend some time with the first fifty pages of this report. For many institutions it should yield at least a dozen analytics.

PAUL M. ANGLE

Illinois State Historical Library

"North Texas Regional List of Serials." Edited by W. STANLEY HOOLE. Denton: North Texas State Teachers College, 1943. Pp. xvii+532. (Mimeographed.)

The region comprises three adjoining counties—Dallas, Denton, and Tarrant—with seven libraries: Dallas Public and Southern Methodist University; North Texas State Teachers College and Texas State College for Women; and Fort Worth Public, Texas Christian University, and Southwest Baptist Theological Seminary. The libraries date from 1900 to 1915. Their combined holdings number 810,000 volumes and 4,526 separate titles of serials.

Late in 1942 the presidents of the four colleges met to consider the possibility of "a joint program of library acquisition and usage." As a first step Dr. W. Stanley Hoole "was instructed to make a preliminary survey of the holdings of the four college libraries." Next, Dr. A. F. Kuhlman was invited to make a "detailed survey of the whole library situation." At his suggestion the program was broadened so as to include the seven libraries.

On April 16, 1943, the presidents of the colleges met with representatives from the governing boards, the librarians, and the faculty members "to discuss generally the plan of procedure. . . . The conferees agreed that the most urgent need for cooperation among the several libraries would be filled by the compilation of a union catalog of serial holdings, including periodicals, newspapers, and other continuations." Each library supplied the data for its holdings, and to Librarian Hoole and his staff was given the task of organizing, editing, and publishing them. The accuracy and dispatch with which this huge task was performed is noteworthy.

This "Regional List" was compiled for a specific purpose—to provide the basis for "a joint program of library acquisition and usage."

In its present form it is a finding list of the serials in these libraries and will facilitate use. The "Regional List" is also to promote a joint program of acquisition. To do this, the serials need to be classified by subject or grouped by the departments that use them most. After they have been classified, a basis will have been provided for deciding what additional titles need to be purchased and what library is the logical one to make the purchase. Doubtless lack of time prevented the preparation of a classified list; it should be constructed as soon as time permits.

Since four of these libraries reported holdings to the *Union List of Serials*, the "Regional List" does not add many new titles. It does, however, contain additional locations. The new titles are of a regional or denominational character.

Bearing in mind the purpose for which it was prepared and the intelligent approach made to the problem, this "Regional List" appears to be a long step toward that desirable and necessary goal—"a joint program of library acquisition and usage," for the principal libraries of this important region, serving a population of about one million, or one-sixth of that of the state.

E. W. WINKLER

University of Texas Library

"The North Texas Regional Libraries: An Inquiry into the Feasibility and Desirability of Developing Them as a Cooperative Enterprise." By A. F. KUHLMAN. Nashville, Tenn.: Peabody Press, 1943. Pp. viii+85. \$1.50. (Mimeographed.)

American public libraries have been concerned with aspects of regional library service for more than a decade, but the application of regional principles to institutions for research and higher education is a more recent development. There are relatively few examples of the latter in actual operation; of these, the several bibliographical centers—Denver, Seattle, and Philadelphia—are most widely known.

The present report, by the director of the Joint University Libraries, Nashville, Tennessee, deals with the practicability and desirability of combining a group of North Texas institutions into a regional system for co-operative purposes. Included in the proposal are North

Texas State Teachers College and Texas State College for Women, both in Denton; Southern Methodist University, Dallas; and Texas Christian University, Fort Worth. Also participating would be the public libraries of Dallas and Fort Worth. These half-dozen libraries are within a radius of about twenty-five miles. All are comparatively young institutions, largely developed within the past quarter-century.

In a preliminary review of the prevailing situation, the surveyor demonstrates a number of important facts. One is the phenomenal growth of population in this area since 1890. Another is the useful regional service rendered by the four North Texas colleges, the rapid expansion of their curriculums, the rise in graduate enrolment and the number of advance degrees conferred, and a general strengthening of their faculties during the last two decades.

The libraries, too, have grown in this period, from a total of 62,000 volumes in 1920 to 445,000 volumes in the colleges, plus 300,000 volumes in the two public libraries, at the time of the survey. It is recognized, however, that, even by southern library standards, the North Texas libraries have little more than basic collections for undergraduate instruction and have made only a beginning toward building up resources for graduate study. In a statistical table showing the number of volumes in thirty-five principal southern college and university libraries, the four Texas institutions rank twenty-first, twenty-third, thirty-fourth, and thirty-fifth. Their average rank in library expenditures is only slightly better, though the trend has been distinctly upward in the last five years for which figures are given.

Dr. Kuhlman also attempted some qualitative measurements of the book collections. Three of the four educational libraries, he found, possessed good reference collections to support the college teaching program, but none is yet on a graduate level. A similar situation prevails with periodicals, where a large percentage of files are incomplete and an excessive amount of duplication exists among the libraries. In the category of separately published volumes, only about one-third were not duplicated in two or more libraries—or, stated in another way, of an aggregate number of 340,500 titles in the six libraries, only 120,410 are unique. A further approach to the problem of evaluating holdings was a distribution of titles according to the Dewey classification. No outstanding special collections were discovered in any library,

though again there are good collections for purposes of undergraduate instruction. The resources of the four college and two public libraries are fortunately supplemented to some extent by the Civic Federation Library, a social science collection in Dallas, and by the Southwestern Theological Seminary and the Medical Association of Texas, both in Fort Worth.

Using the facts set forth above as a basis, Dr. Kuhlman presents a detailed program for regional library co-operation. First, he suggests a number of avenues for local planning among the libraries in each of the three cities. More far-reaching, he proposes further a regional organization of the libraries. Under this plan, an executive group, with representatives from the administrations of all participating institutions, would have primary control but would function through an advisory group of librarians and faculty members, working with a co-ordinator or director of libraries. A series of specific steps are then recommended, starting with a comprehensive plan for attacking the problem of serial publications. Next, the preparation of a union catalog is advised, but only if the institutions concerned are genuinely interested in using such a catalog for preventing duplication and as a foundation for future growth. Location of the union catalog is left open to further study, with Southern Methodist University or North Texas State Teachers College its probable home.

Some additional areas for regional library co-operation proposed by the surveyor are in the fields of government publications, where none of the libraries is strong; newspapers, with holdings again characterized as weak; southwestern history, an area in which wasteful duplication and competition prevail; microphotography, with a central laboratory and a general policy of microfilm acquisition suggested; co-operative handling of duplicates and gift collections; and the setting-up of a center for binding and book repair. Finally, in whatever steps are taken by these libraries in the integration of their work with each other, it is urged that the effort be co-ordinated with the University of Texas, keeping in mind the latter library's noteworthy resources in many fields.

The program outlined would necessarily involve considerable expense—for compiling a union catalog, for developing library resources systematically, and for general library support. Organization of local Friends of the Library groups, increase of annual expenditures per student, and seeking funds from outside donors are

mentioned as possible sources of funds for carrying out the program. To conclude, the author points out that without regional co-operation in research and advanced study, library co-ordination will be handicapped and perhaps impossible.

In this reviewer's opinion, Dr. Kuhlman's recommendations are valid and indeed essential if we grant his basic premise, namely, that all four North Texas colleges should continue to offer work on the graduate level and even to expand their offerings. The surveyor was faced, of course, by the concrete fact that all four colleges are in fact giving work for the Master's degree in a variety of fields, regardless of any lack of library facilities. He points out, for example, that the four institutions have conferred approximately one thousand graduate degrees in education, from 1926 to 1942, yet "not one of their libraries contains a working collection of official educational material of American states and cities, such as annual reports of superintendents of education, courses of study, compilations of school laws, etc."

There were indications prior to America's entry into the second World War that the saturation point had virtually been reached in the production of graduate degrees in many fields. The growth of graduate schools was slowing up, and more Ph.D.'s than jobs for them were available. The war has placed a premium on some classes of trained personnel, and for a temporary period following the war shortages will be felt in certain professions. Nevertheless, it is questionable whether the nation needs a larger number of "Ph.D. factories" as much as it needs improved quality in existing agencies. The high per capita cost of graduate students for research facilities of all kinds—libraries, laboratories, faculties, buildings—does not make a graduate program anything to be embarked upon lightly by any institution. With every college aiming at university status, the multiplicity will simply be greater than the country can afford to support.

From an idealistic point of view, a concentration of all graduate work in one of the four colleges surveyed by Dr. Kuhlman, with the others stressing the quality of their undergraduate programs and acting as feeders for the graduate school would, in all probability, result in a higher level of performance. As a minimum desideratum, each institution might well restrict its graduate offerings to fields in which it

is demonstrably strong, leaving other branches to its neighbors and to the University of Texas.

That, however, is doubtless a counsel of perfection, and Dr. Kuhlman's realistic appraisal of the situation and his constructive recommendations, if followed, should do much to strengthen the educational resources not only of the North Texas region but of the whole Southwest.

ROBERT B. DOWNS

University of Illinois

The Repair and Preservation of Records. By ADELAIDE E. MINOGUE. ("Bulletins of the National Archives," No. 5.) Washington: National Archives, 1943. Pp. 56.

Frederick Locker-Lampson once said: "It is a good thing to read books, and it need not be a bad thing to write them, but it is a pious thing to preserve those that have been some time written." Miss Minogue, who is acting chief of the Division of Repair and Preservation of the National Archives, has done a pious act in writing this informative monograph.

The scope of the work, for the most part, covers methods of preservation used at the National Archives. It is written in a clear, not-too-technical style and covers such broad topics as the preservation of paper records, the repair of loose papers, and the preservation and repair of bindings, seals, and parchments, concluding with a list of special precautions and recommendations.

During the author's relatively short discourse (fifty-six pages plus four pages of illustration) she indoctrinates the reader into the marvels of paper chemistry and methods of retarding the natural aging of paper and preventing other causes of paper deterioration, such as fire, insect enemies of books, mold, improper handling, light, improper atmospheric conditions, and water, even adding a brief paragraph on the hazards of war.

Indeed, the magnitude of the subject is too great to be compressed within the small space of fifty-six pages. I was vexed at this unqualified statement: "If large variations in these factors [relative humidity and temperature] are allowed, the paper fibers, in expanding and contracting with the changes, rub against one another and this internal friction will ultimately

cause weakening or breakage of the fibers and noticeable damage to the paper itself." Iiams and Beckwith in an article on "foxing" (*Library Quarterly*, V [1935], 407-18) made the same observation, but, because they lacked proper equipment to complete the experiment, they were compelled to add that the statement was only a hypothesis. I, personally, would be very much interested in scientific proof of a statement that otherwise seems sound.

The author says that "paper exposed to ozone for a long period will become discolored and brittle." I should like to know what "a long period" is, as well as the atmospheric conditions under which the experiments were conducted.

Much of the monograph concerns the importance of fumigation, air conditioning, and the lamination process of reinforcing papers. Unfortunately, libraries with small but valuable collections of rare materials will find little comfort in Miss Minogue's recommendations. Few libraries, indeed, can afford to spend two or three thousand dollars for a vacuum fumigator and \$6,800 for a hydraulic press—to say nothing of the cost of air-conditioning equipment.

The author believes that any of the preservation and repairing processes within the reach of the average library without the equipment available to the National Archives is more or less a waste of effort. Maybe so; but I foresee the day when a new, and as yet untried, plastic and an electric sprayer will serve the same purpose as the expensive hydraulic press, and satisfactory air-conditioning units will be available for a fraction of their prewar price. I certainly agree with Miss Minogue that vacuum fumigation with "carboxide" is the best method of exterminating book-infesting insects and their eggs, but I question its effectiveness as a fungicide.

The Bibliography is disappointing, not only because an early work on the preservation of materials at the Huntington Library is ignored, but because it omits important foreign publications on the subject and because it includes an unproportional number of government publications, many of which repeat the same information.

In spite of its faults, and there are few indeed, Miss Minogue has made an important contribution in a field that has been sadly neglected by the average librarian. I agree with Robert Hoe, the great collector, that "palatial

fireproof buildings with imposing façades, monumental staircases and lofty halls and reading rooms, elaborate and learned classifications and systems of catalogues, with ingenious machinery for the almost automatic delivery of books to readers, however perfect and efficient, furnish no guarantee for the proper care of literary treasures."

We need more librarians with Miss Minogue's sense of obligation to posterity.

THOMAS M. IAMS

Colgate University
Hamilton, New York

Public Library Finance and Accounting. By EDWARD ALLEN WIGHT. Chicago: American Library Association, 1943. Pp. xi+137. \$2.75.

Following the lead of Dr. Joeckel, many recent studies have sought to create a greater awareness of the public library's status as an integral part of local government. Mr. Wight adds further strength to this conception and devotes his present study to "an effort to apply some of the general theory of governmental finance and accounting to the public library."

In a preliminary chapter three significant trends in public finance are noted: (1) the vast increase in tax collections, most of it going to the state and federal governments; (2) shifts in functions, under which state and federal governments assume obligations formerly held by local authorities;¹ and (3) grants-in-aid and shared revenue. A discussion of state aid, with reference to the Michigan and North Carolina plans, and of federal aid follows. Explanations of the various sources of local library revenue and the means by which they are raised complete the description of the public library in its governmental and financial setting.

"The first step in securing increased local revenue is demonstrated efficiency in the expenditure of present funds." From this springboard the reader is plunged into budgetary and

¹ The support of education is one of the obligations now partially passing to the states. Mr. Wight believes that "the extent to which the public library is likely to be included will to some extent depend upon the degree to which the public library is recognized as a legitimate part of a comprehensive program of education."

accounting procedures, the major purpose of which is defined as an aid toward accomplishing most effectively the planned program of the library. Chapters on building and operating the budget are quite detailed and include reproductions of sample forms. They merely describe the budgetary practices which are common among the libraries with which this reviewer is acquainted.

In his chapter on library accounting the author names the steps in planning a system of financial records and explains how a co-ordinated plan of budget-making, budgetary control, and accounting can guide the administrator. Because of wide variations in local legal requirements, no ready-made system of accounting is presented, but the various types of accounts are briefly described and illustrated by forms. Until the needs and uses of financial data are better understood, Mr. Wight recommends that expenditures be classified in two ways: first, by the article or service involved; second, by department.

Cost accounting requires types of records not now available in many libraries. Mr. Wight suggests, however, that as pressure for increased efficiency is exerted by taxpayers, librarians will be forced to adopt accounting methods which will support a close analysis of costs. The determination of policies, fixing of charges, protection against waste and inefficiency, budgeting, and reporting to the public are areas in which accurate figures on costs might be used. As the next step toward the development of cost accounting, Mr. Wight recommends that libraries direct their efforts toward (1) defining and recording units of work adequate for describing public library service and (2) making studies of unit expense of services.

A glossary of accounting terminology and a bibliography are included.

The future of the public library may depend upon the librarian's ability to demonstrate its value through the use of data which measure its services and costs. We have few such data now. Mr. Wight's book is important in directing attention to this need and in suggesting steps toward fuller accounting and analysis.

It also provides a concise over-all view of library finance for the library-school student and the newly appointed executive. The chapters on budgeting should be helpful to administrators of smaller libraries in which procedures may not be formalized. General accounting is more fully

covered in Miss Bray's new book.² Baldwin and Marcus,³ though dealing with a specific test of thirty-seven libraries, remains the most suggestive aid in cost accounting.

RALPH MUNN

Carnegie Library
Pittsburgh

The Library's Financial Records: A Manual for Small and Medium-sized Public Libraries. By HELEN E. BRAY. New York: R. R. Bowker Co., 1943. Pp. ix+58. \$2.00. (Lithoprinted.)

The Introduction states that "the primary object of this manual is an attempt to help those persons who are responsible for managing or for recording the financial transactions of a library, and to help the student of library work, to have a clearer understanding of the financial records of a public library and a method of keeping such records." In the effort to attain this object, material is presented in eight short chapters bearing the following titles: "Financial Statements," "Guide to Accounts," "The Ledger," "The Journal," "Payment of Billed and Unbilled Items," "Petty Cash," "Other Routine Procedures," and "The Budget Document." Thirty-four illustrative forms or samples of data are included. Most of the illustrations seem to be drawn from the Montclair Public Library, where the author is records head.

It is the opinion of the reviewer that a person already familiar with the principles of double-entry bookkeeping will be able to attain the primary object of the author by a rapid reading of the material presented. Such a reader is likely to find some useful practices and time-saving suggestions that will be of value. The student unfamiliar with bookkeeping or the librarian accustomed to single-entry methods is less likely to find the manual a satisfactory presentation of elementary bookkeeping methods for a library. While the illustrations are numerous and the explanations reasonably clear, it is not

² Helen E. Bray, *The Library's Financial Records* (New York: R. R. Bowker Co., 1943).

³ Emma V. Baldwin and William E. Marcus, *Library Costs and Budgets* (New York: R. R. Bowker Co., 1941).

likely that the library student unfamiliar with bookkeeping will get from the manual sufficient-ly clear concepts of the principles involved to acquire "a method of keeping such records."

The manual is a satisfactory illustration of the application of conventional bookkeeping methods to the small and medium-sized library. As such, it will no doubt serve a useful purpose. There are minor typographical and grammatical errors and an occasional loose use of financial terms whose meanings have been accurately defined, but some of these are perhaps understandable in the light of the reproduction of the material by lithoprint from typed copy. An example of lack of clarity in the text occurs in the discussion of balancing an account. "The difference between the two totals [debit and credit totals] is called the 'balance' of the account. This balance may be noted in small penciled figures on the side of the account which is greater" (p. 21). The illustration which is given in Form 8 on the following page, however, shows the account correctly balanced by adding the difference between the two totals to the side of the account which is smaller.

This reviewer is disappointed that a discussion of the library's financial records coming from a progressive public library which has already made an outstanding contribution in *Library Costs and Budgets*¹ is limited to a presentation of conventional bookkeeping methods. Considerable discussion of library objectives was given in the latter volume, and the longest chapter was devoted to unit costs. The volume under review fails to include any discussion of the classification of accounts designed to reflect the cost of any of the specific functions of the library and ignores the important matter of unit costs. Modern accounting theory indicates that budgetary and cost accounts should be tied together and that unit cost data are important in evaluating the efficiency of the operation of the enterprise. It is to be hoped that the experience of the Montclair cost-accounting study is not to be lost to the profession and that this progressive library will adopt accounting methods that are as progressive as its service methods.

EDWARD A. WIGHT

Peabody Library School

¹ Emma V. Baldwin and William E. Marcus, *Library Costs and Budgets: A Study of Cost Accounting in Public Libraries* (New York: R. R. Bowker Co., 1941).

Under the Bridge: An Autobiography. By FERRIS GREENSLET. New York: Literary Classics, Inc., 1943. Pp. 237. \$3.00. (Distributed by Houghton Mifflin Co.)

Here is pleasant reading for people who like to go backstage in the making of books. Mr. Greenslet has written, reviewed, and published books. He knows how much the best of them owe to luck, chance meetings, an editor's skill or hunch, and other matters seemingly at variance with the muse.

Without resort to clinical methods, the pattern of Mr. Greenslet's career may interest librarians, who can sigh with understanding now and then. Spurred by an uncle's library and a chance meeting with Howells, young Greenslet set his ambition early: his career would have "something to do with books." Knowing this, he did not go to college in the conventional sense, but to the right college, and the right university after. At Wesleyan it was Caleb Winchester teaching English literature; at Columbia, comparative literature with George Edward Woodberry. A difficult poet and critic, and like Henry Adams in being outmoded long before he died, Woodberry is chiefly a legend now and "required reading." Yet this disciple reports that, by midterm then, Woodberry's more responsive students were in a state bordering on permanent intoxication.

For many years after his graduate study, Ferris Greenslet read widely in literary history and belles-lettres, published studies of his own on Pater, Lowell, Aldrich, and one or two more, and for some years was the *Nation's* poetry reviewer. After a chance eight weeks in the Boston Public Library cataloging manuscripts purchased at the Ashburnham sale, he joined the *Atlantic Monthly* as sub-editor to Bliss Perry, notable then as its first beardless chief. He became a familiar figure in the cultivated circles of Boston's literary twilight, and of the 230 literary figures mentioned in *New England: Indian Summer*, Mr. Greenslet knew 192.

It was the first World War that swerved Mr. Greenslet from belles-lettres to lesser, more immediately pertinent books. To him the publisher's paramount war job was clear: to search out and publish books that could explain the war and what it was like to a public naively ill prepared—one that here and in England had paid only perfunctory notice to Roland Usher's *Pan Germanism* when the

Riverside Press rushed it through in 1913. Given a free hand by his directors, Mr. Greenslet's energies in those years went to books like *Hilltop on the Marne*, *The Lusitania's Last Voyage*, *The Road to Peace*, and *Kitchener's Mob*. The search for such books, which entailed ocean crossings that were far from safe, resulted also in the cementing of friendships with Grey of Fallodon, John Buchan, and others.

In the twenties and thirties Mr. Greenslet turned to the financial aspect of publishing, and in 1933 he became general manager of the Houghton Mifflin trade business. "Fighting the percentages" he compared to Laocoön's fight with the serpents, yet he found it an exhilarating one and not hopeless—"but my extracurricular reading was confined to fishing books and murder stories." Mr. Greenslet knows and admits, with a candor all too rare, that the more closely one works with the actual distribution of books, the less one knows the books themselves.

He is a great fisherman, and we owe him much for his decade of patient angling for the *Education of Henry Adams*. In 1907 Mr. Greenslet was a guest of the Gilders in New York on the day that Gilder returned from the *Century* officers with one of the hundred privately printed copies of the *Education* that Adams had sent to friends for comment or correction. With good editorial instinct, Mr. Greenslet went on to Washington at once. Mr. Adams was neither pleased nor interested to see him, but the meeting was the basis for the formation of a casual friendship which Mr. Greenslet quietly maintained year after year. So far from agreeing to the publication of the book, Mr. Adams even wished that he might recover the privately printed, uncopyrighted copies. Eventually, however, he wrote Mr. Greenslet that his own certified copy would be left to the Massachusetts Historical Society. After his death, then imminent, the Riverside Press might pirate the book or make what arrangements it liked or could with the Society. "If you drop the matter altogether, I shall be satisfied. Still . . . there is a point where a man makes a fool of himself by chasing crotchets, and commonly he reaches that point when he is buried." Adams died in 1918, satisfactory arrangements were made with the Massachusetts Historical Society, and the book appeared the same year.

Under the Bridge will disappoint anyone primarily interested in the intellectual aspect of

book distribution. With only the most general comment, Mr. Greenslet dismisses literary Boston of the twenties as a time when "I was a little out of tune with my Boston environment." The "dividend decade" was the Watch and Ward Society's delirious decade in which "Boston publishers, rather shamefacedly, played it safe." And he leaves to psychoanalysts the explanation of how a focal point of independent thought for a century and a half could submit to Watch and Ward crusades or provide the *mise en scène* for Sacco and Vanzetti.

His own beliefs Mr. Greenslet sets forth in a review of Morris Ernst's *To the Pure*. Pornography aside, he said (and, of course, what is pornography?), impurity is to be found in the mind receptive to it; some day not authors but offended readers may be haled into court. From a man so intimately concerned with the local book trade, one whose hatred of bigotry was deepened by the memory of an ancestor hanged for a Salem witch, we might expect more explicit dealing with that shameful decade. Ethical considerations or, less admirably, the canons of good taste may govern his reticence. In either event, he has muffed the chance to give his memoirs permanence.

The style is surprisingly lax for an editor. A glance at earlier writings, and quotations from them included in this book, shows that they were often better done. In a man of his literary background and practice, clichés like "sabre-rattler," for the Kaiser, become a crime. Like Christopher Morley, Mr. Greenslet sometimes insists on using a word the way a foolish woman buys a hat—because she likes it, not because it suits. And the sudden transitions from first to third person—from "I" to "F. G.," "our hero," the sub-editor, "the editor"—caused at least one reader to overlook the author's marriage until faced with the *fait accompli*—an adolescent son.

Naturally, in such a book, quotations abound. Readers who recall their sources will enhance their pleasure in the doing; others will always wonder. They may wonder about dates too. In spite of an index, this is no book for a reference librarian.

Yet, with its obvious shortcomings, it is a rewarding one because in it a man with zest for good living reports a pleasant career in a field of special interest to others who also have had something to do with books. It is a handsome piece of unpretentious book making as well,

bound in sprightly rose-red and gray with delightful decorations and jacket by George Salter. Above all, the volume was never padded—in the writing or when the paper was made. It remains a small inviting book.

MARIAN S. CARNOVSKY

Chicago

These We Teach: A Study of General College Students. By CORNELIA T. WILLIAMS. ("University of Minnesota Studies of General Education," ed. MALCOLM S. MACLEAN.) Minneapolis: University of Minnesota Press, 1943. Pp. xiii+188. \$2.00.

Building a Curriculum for General Education: A Description of the General College Program. By IVOL SPAFFORD et al. ("University of Minnesota Studies of General Education," ed. MALCOLM S. MACLEAN.) Minneapolis: University of Minnesota Press, 1943. Pp. xv+353. \$3.00.

Outcomes of General Education: An Appraisal of the General College Program. By RUTH E. ECKERT. ("University of Minnesota Studies of General Education," ed. MALCOLM S. MACLEAN.) Minneapolis: University of Minnesota Press, 1943. Pp. xvi+210. \$2.00.

The General College of the University of Minnesota was founded in 1932, and it has been watched carefully and with attitudes ranging from contempt to enthusiasm by hundreds of American colleges and administrators. In 1935 the General Education Board granted funds for the more intensive development and evaluation of a curriculum for the College, and the three volumes here reviewed are substantial progress reports on (a) the nature of the General College student; (b) the curriculum that was developed for him; and (c) the nature of the changes brought about in him as a result of this curriculum.

The fundamental educational tenets held by the large number of persons who co-operated in bringing the General College about and improving its offerings are rather sharply divergent from those held by a majority of the educators who are concerned with the higher intellectual reaches, so to speak. The General College people took it for granted that the college should do its best with those students who come to it

rather than direct its efforts at some hypothetical young person "deserving of higher education." The members of the group assumed, furthermore, that the consequences of higher education should be immediately discernible in their effect upon actual living practices and that college learning experiences which are closely related to personal problems are most likely to affect living practice. They believed, too, that the "subject matter" of a collegiate education should include all the varieties of experience that are conducive to the development of desired traits. And, finally, no one questioned the practice of finding out what a college education does to young people by observing the way they behave afterward.

If the reader does not believe that these are unconventional views, he should read Mr. Mark Van Doren's *Liberal Education*, a volume produced under the auspices of the Association of American Colleges, or the recent report of a committee of the American Council of Learned Societies, entitled *Liberal Education Re-examined*. These two publications sum up the more traditional view of the good college as a place where young men and women spend most of their time studying the great traditions of the culture as they have been recorded in books. The theory is that learning about the good life will result in living it.

The first volume in the series, *These We Teach*, is introduced by a series of four biographical descriptions of particular General College students of varying backgrounds and needs. Miss Williams describes these young people in terms of information the personnel officers of the College obtained by using a variety of techniques. Test data bearing upon the fundamental characteristics of the student himself are reported. His home is described. Something is said about his parents as well as about the effect he himself has upon others. The second chapter describes the information-procuring procedures that were used and indicates their bearing upon the problem of curriculum construction. The final 125 pages summarize what was learned about the vocational-educational adjustments, the attitudes and "life-philosophies," the recreational and social life, the adjustment to home, the sex education, and the preparation for marriage of one hundred "representative" General College students. The findings indicated that (1) the General College students were only slightly above the average of a hypothetical

"general (non-college) population" in academic quality; (2) a disproportionate number of them had made vocational choices requiring academic training beyond their ability; (3) there were serious discrepancies between student wants and student needs; (4) the social and recreational life of the young people left much to be desired—and this was amply substantiated; (5) the students were but slightly concerned about vital social problems; and (6) most of the young people were looking forward to marriage and homes of their own, and they wanted a chance to learn how to make marriage go.

The second volume, *Building a Curriculum for General Education*, describes what the General College faculty did to meet the needs revealed by its study of young people growing up in Minneapolis and St. Paul. The first nine chapters state the general philosophy and purpose of the College and summarize the social and educational changes that have caused many people to insist upon a new type of higher education for the average youth. Enrollment at the University of Minnesota, for example, had increased 2100 per cent since 1890, and the implication was that a curriculum philosophy possibly appropriate for the nineties should at least be re-examined fifty years later.

The General College staff defined its curriculum broadly as including "all of the experiences that the college makes available to its students" (p. 23). From the beginning the faculty sought to provide a broad and rich education concerned with all aspects of living. As the program took form, certain comprehensive areas and courses evolved. These eventually were named: individual orientation, home-life orientation, social-civic orientation, vocational orientation, biological sciences, general arts, human development studies, literature, speech and writing studies, and, finally, physical science studies. The degree of Associate of Arts was designed to be awarded at the end of two full years of study, the consequences of which were evaluated by six comprehensive examinations.

The last ten chapters in *Building a Curriculum for General Education* were written by staff persons who actually taught courses in the areas named above. These chapters would have been strengthened appreciably had their authors worked out some common outline that would have enabled the reader to structure his consideration of the curriculum in its entirety.

Even without this aid, however, it is clear that the various authors were but incidentally concerned with subject matter per se; rather, they attended primarily to its effectiveness in meeting the needs of the students. The learning resources and facilities used were rich in variety. There were art, music, writing, and speech laboratories as well as well-selected visual and auditory aids. The program of testing and general evaluation was superior and was related closely to the objectives of the College.

The third book in the series, *The Outcome of General Education*, evaluates the program of the General College. After a brief and enlightened statement of the meaning of evaluation, Miss Eckert proceeds to a statement of the objectives of the College which defined the scope of the measurement program. The evaluators learned that during the period of their inquiry (1938-40) the typical student remained in the College only one year. He gained slightly more in basic skills such as English usage and reading than did students of comparable ability in other colleges in the University of Minnesota. His instruction in the four fundamental orientation areas seemed to be reasonably effective. He increased his understanding of current problems somewhat but changed his social attitudes only slightly. His personality traits, in the degree that these could be measured, showed little change, and his recreational habits were not measurably affected by a year of residence. One significant consequence of a year in the General College was that the educational plans for the students became appreciably more realistic. The students liked their General College experiences greatly but no more than did other first-year students at the University of Minnesota.

These three volumes describing the Minnesota experiment are objective and disinterested and straightforward in their report of what has happened and why. In no sense are they propagandistic. The authors in most instances were but indifferently concerned with rhetoric which involved extensive use of metaphors and similitudes. They wrote without giving serious attention to the support their arguments could get from the classics. On the contrary, their concern was in supporting their arguments with evidence rather than with "self-evident principles" or famous names. No reader will be convinced that the General College at Minnesota provides the answer to the problem of higher

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education, because it is a complex one and includes many variables. The spirit and general orientation of these Minnesota people, however, set a high standard for other groups that want to learn how to develop a valid college curriculum by methods involving something more than argument and deduction.

STEPHEN M. COREY

University of Chicago

An English Library: An Annotated List of 1300 Classics. By F. SEYMOUR SMITH. London: National Book Council, 1943. Pp. 88. 2s.

Innumerable are the writers, editors, and compilers, not to mention readers, who attempt to define and delimit that familiar literary category known as "the English classics." It is an exercise in eclecticism of a highly subjective order, and one is not too ready to accept another's inclusions and exclusions. F. Seymour Smith's listing and bibliographical descriptions, however, are at once so broadly selective and so discriminating that even those few who may miss a favorite title here and there will be inclined to agree with Mr. Edmund Blunden, who wrote the Introduction, that it is a "masterly" list.

Mr. Smith, librarian of the Finchley libraries (England), has succeeded in fitting thirteen hundred titles, with sufficient bibliographical detail to identify the editions cited and with annotations as distinguished for their pertinency and occasional wit as for their brevity, into the phenomenally small space of a $5 \times 7\frac{1}{2}$ -inch book of only eighty-eight pages. The little book will undoubtedly win new readers for some of the English classics erroneously thought of as "dead" and lead other readers to renew acquaintance with familiar writers whose enduring significance, charm, and wisdom they have forgotten.

The author sees no anomaly in the lively interest displayed these days in the English classics by people experiencing personal tragedy and undergoing great national trials and incertitude. He ascribes the seeming cultural incongruity to the character of the present war, which he says "mobilizes men and women in great numbers for action which either fails to arise or comes only intermittently"; and he attributes their renewed interest in good reading to their urge "to

seek a fuller understanding of the civilization they are called upon to fight for and respect." It is natural and practical, he claims, for those at home, who "have become targets instead of attackers," to spend the dark hours of their vigil with the great books which help to bring peace of mind and mental refreshment.

Never did bibliographer have greater incentive to select from the treasure of English literature those items which down through the ages have fulfilled the function we now call upon books to perform. The amazing thing is that Mr. Smith has, within the limits of so small a book, been able to spread so rich a feast. His success is obviously due to the fact that he adhered rigorously to the set of principles he drew up for himself before beginning his compilation. These called for (1) the exclusion of the works of living authors; (2) the exclusion of children's books, except a few widely read by adults as well as children; (3) the exclusion of Greek and Roman classics, except where they have become English classics in themselves (examples: Pope's *Iliad*, North's *Phidarch*); and (4) the giving of but one publisher of books in print and of but one edition, and that the cheapest of the good editions, if two or more were available. He used other bibliographical devices to save space, but it is still something of a miracle in bookmanship to have listed and effectively described thirteen hundred titles within these eighty-eight pages.

The selections are grouped under ten headings: "Autobiography" (including diaries, journals, and letters); "Biography," individual and collective; "Essays," individual and collective; "Fiction"; "History" (including oratory and rhetoric); "Philosophy and Religion"; "Poetry and Poetic Drama," individual and collective; "Prose Drama"; "Social and Political Science"; and "Travel and Topography." A preliminary interpretive and evaluative commentary on the literary products assembled under each heading provides an excellent background against which to view the titles selected to represent the category described. These quick surveys of each literary area covered, together with the distinguished annotations of individual titles, combine to make the book truly *multum in parvo*—one which should be of great service to professors of literature, librarians, booksellers, the general reader, and those studying English literature. The term "English literature" throughout the book is taken to include the literature of the United States as well as of

England—in the words of the author, “all those books which are regarded as English classics on both sides of the Atlantic.”

Beautiful, clear type and adequate margins, author entries in large capitals, titles in smaller capitals, and annotations in lower-case type, taken altogether, make for easy and quick visual selection of the particular item one seeks. In both content and form this is a significant book, and one which does great credit to the National Book Council, under whose imprint it appears.

AGNES CAMILLA HANSEN

Pratt Institute Library School

A.L.A. Catalog, 1937-41: An Annotated List of Approximately 4,000 Titles. Edited by MARION HORTON. Chicago: American Library Association, 1943. Pp. vi+306. \$6.00.

Editing a work like the *A.L.A. Catalog* is a colossal undertaking, and, as in the previous issues, Miss Horton has proved herself equal to the task. The entries are arranged by D.C. classes, and following the fiction section are a list of children's books, a directory of publishers, and an author, title, and subject index arranged in one alphabet. Each entry includes full imprint, collation, price, and a short annotation. Most of the annotations are original; approximately 25 per cent are quoted from the *Booklist* or from the book itself. The classification number is given, followed by the subject headings and Library of Congress card number. The subject headings follow the Library of Congress form and in many cases are simplified.

Though the editor states in her explanatory notes that the prices quoted are taken from the latest editions, reference is seldom made to the number of the edition or to the changes made in the latest edition. In fact, one notices a tendency to ignore the revised editions of older books.

It is rather difficult to criticize a selection of books published from three to six years ago. The inclusive dates of this catalog are 1937-41. The date of publication is 1943, but the book was not received until early in 1944. Better and more up-to-date material flashes through one's mind as one examines the various classifications, but upon investigation one finds this material of later publication.

We cannot refrain from mentioning a few missing titles which we use constantly in our advisory work. E. B. Reuter's *American Race Problem* (1938) is a basic book and one of the best objective presentations of all data concerning the American Negro. J. E. Morgan's *American Citizen's Handbook* (1941) is very useful in work with foreigners. This book imparts the spirit—the “feel” of democracy. V. H. Parker's *For Daughters and Mothers* (1940) is a very important book on sex education, sane and readable and recommended by the American Social Hygiene Association. H. W. Hepner's *Psychology Applied to Life and Work* (1941) has a scientific treatment but is not technical in terminology. In political science one notices the absence of Sabine (1937), Cather (1939), and Oakshot (1939).

These omissions, however, are not so serious. Few people agree on a selected list of books. The purpose of the book is more important. It is our understanding that the *A.L.A. Catalog* is intended primarily as an important tool for librarians of medium-sized and small libraries. But does it really contain the information they need?

One often looks in vain for an indication as to the authority or rating of authors, the purpose and scope of the book, the point of view expressed, the terminology, readability, relation to other books of same type, whether or not the book contains further book references or bibliographies, the evaluation of changes made in a revised edition if important, etc. Nor is the importance of a book, i.e., recommendation for first or second choice, indicated.

A tool that gives such information to a librarian, no matter how limited her book fund is, enables her to face her community with assurance so that even if the book is not in her collection she can give her people reliable information. Then it is up to them to make the choice of borrowing from other libraries or purchasing their own books.

The price of a few ill-chosen books will more than bridge the difference between the cost of the *A.L.A. Catalog* and a more informative list such as the *Standard Catalog*. As a selective list of books published during the period of 1937-41 the *A.L.A. Catalog* will serve a purpose, but as a useful tool for librarians it has been superseded even for the smallest library.

PAULINE J. FIHE

Public Library of Cincinnati

A Basic Book Collection for Elementary Grades.

Compiled by a Joint Committee of the AMERICAN LIBRARY ASSOCIATION, the NATIONAL EDUCATION ASSOCIATION and the NATIONAL COUNCIL OF TEACHERS OF ENGLISH, GRETCHEN WESTERVELT, Chairman. Chicago: American Library Association, 1943. Pp. 133. \$2.00.

This new book-selection aid has been prepared as a companion volume to *A Basic Book Collection for High Schools*, compiled under the same auspices. It covers Grades I through IX and has changed its arrangement from the grouping by grades of its predecessor, the *Graded List of Books for Children* (Chicago: American Library Association, 1930), to the conventional classified arrangement. Subject headings are from the *Children's Catalog* except in cases where it seemed better to choose the headings of the Rue indexes so that they would coincide with teachers' and children's terms of request. There is one special section entitled "Picture Books and Easy Books." It does not include readers, as the committee felt that Rue's *Subject Index to Books for Primary Grades* (Chicago: American Library Association, 1943) and *The Right Book for the Right Child* (3d ed.; New York: John Day Co., Inc., 1942) would serve as satisfactory guides to these and other easy-to-read books for the youngest readers.

The committee has been mindful of certain problems that confront the adult selector; namely, how to evaluate books for purchase or for borrowing from state libraries and other such agencies without opportunities to examine; how to become acquainted with titles suitable and important for children; and what to suggest to a child for further reading when he has enjoyed a certain book. With these problems before them, they seek to present a list that is at the same time inclusive in reading difficulty and range of interest and subject and yet selective enough to represent a basic minimum. It includes books suited both for curricular purposes and for recreational reading.

For each title a grade level is given that "takes into consideration not only the reading difficulty of the book but also its social and psychological maturity of appeal." No authority for the grading beyond the judgment of the committee is indicated, so that we do not know whether this has been arrived at on the basis of scientific testing or by experience.

The Introduction gives an interesting and

helpful summary of the effect of present world conditions upon children's books and the resulting effects on this list. The inclusion of fresh, vital material about the Latin-American countries and the omission of books that might promote prejudice and misunderstanding are to be commended; but the dearth of foreign titles and contemporary material about Germany, Italy, and Japan is a sad but unavoidable state that must wait upon a new world order and a new edition for correction. They will reappear as the many books on the armed forces disappear.

The annotations are on the whole good, although there is some unevenness, owing no doubt to the variety of their source. They are mostly descriptive, but a few evaluative and comparative comments are included. Such statements as "liked by older boys of limited reading ability" or "less difficult than most western stories" are helpful, and we wish there were more. In the Introduction one of the problems cited is: "When a child has enjoyed a book, where may one find information about books for further reading?" This was probably not intended to imply any promise for reading guidance beyond the general usefulness of the list, but this writer did examine it in hopes of finding in the annotations some tie-up with other books of similar or related theme or even a section containing special interest groupings and suggested sequences. Some day, it is to be hoped, a list emphasizing this feature will appear.

There are other bibliographies and indexes covering the same educational level, and it might be well to discover the relationship of this new book-selection aid to these. The most inclusive aid is, naturally, the *Children's Catalog*. Its completeness, frequent revisions, and annual supplements make it an indispensable tool; but it is not always immediately available for classroom or home consultation, especially in the smallest school library in a remote rural area. This new list has the virtue of being sufficiently inexpensive to be secured in quantity. While it is selective, it is also representative of the best in titles and helpful features of the *Children's Catalog*. The two Rue indexes may be considered as subject keys to the new "Basic List" and *The Right Book for the Right Child*, with its scientific grouping by grades, as its graded index. The latter will also serve better for home use because of its arrangement and because of its preschool list, its read-aloud section,

etc. 500 *Books for Children* by Nora Beust is the most selective list in this group and has four special features to make it unique: (1) it stresses the recreational side of reading; (2) it provides for the limited budget by keeping two-thirds of its titles to two dollars or less; (3) it is designed for nonprofessional use; and (4) it is very cheap.

Thus we see that each of these book-selection aids has its special features and will continue to serve parents, teachers, and librarians in its own capacity, providing it is properly and frequently revised. *A Basic Book Collection for Elementary Grades* is a good addition to this group because it is new and timely, because it is a miniature, inexpensive *Children's Catalog*, and because it represents the sponsorship of three fine educational organizations.

ALICE BROOKS MOONEY

Drexel School of Library Science

Index to Plays in Collections: An Author and Title Index to Plays Appearing in Collections Published between 1900 and 1942. By JOHN H. OTTEMILLER. New York: H. W. Wilson Co., 1943. Pp. 130. \$2.50.

Although this work was undoubtedly compiled as an aid and comfort to librarians, there is no reason why students and general readers of drama should not find it very useful. For its simple and admirable purpose is to identify and then to locate any play which has appeared in any collection of standard plays (not children's, amateur, or one-act plays) published in England and the United States between 1900 and 1942. The contents of 329 such collections have been analyzed, and, as far as this reviewer knows, no important collection has been omitted. As a guide to the plays in these anthologies three indexes are given, one listing the titles of the plays and referring the reader to the author index, where he finds under each author's name the titles of all his plays appearing in the collections, the variant titles, the date or probable date of first performance, and a simple key which refers to the third index, that of the collection or collections in which the play appears.

It is only in this last index that I find any serious fault with Mr. Ottemiller's work. Here the anthologies are usually indexed under the name of one of the compilers, but some of them

under the title: Thus, "ADA Adams, Joseph Quincy, ed. Chief pre-Shakespearean dramas" and also "TRE A treasury of the theatre . . .; edited by Burns Mantle and John Gassner." I can see no real reason for this method, although it offers no difficulty in locating a specific play in the collections. However, if one wished to use this work to locate an anthology of which he remembered—as, alas, one too often does!—only the title or the editor, he would be unable to find it unless his memory coincided with the entry Mr. Ottemiller chose to use. This portion of the *Index* would have been much more useful, it seems to me, had the entries been listed throughout under the title of the collection and had there been a cross-reference listing of all the compilers of the anthologies.

I add my pious wish to that of Mr. Freedley in the Preface that Mr. Ottemiller will be encouraged by the reception of this work "to reach backward into the Nineteenth Century and ahead into the future as new anthologies are published."

NAPIER WILT

University of Chicago

Manual práctico de clasificación y catalogación de bibliotecas. By JORGE AGUAYO. ("Biblioteca de historia, filosofía y sociología" Vol. XII.) Havana, Cuba: Jesús Montero, Obispo 521, 1943. Pp. 142. \$2.00.

Standard North American textbooks in library science are for the most part not available in Spanish translations. This has been a serious handicap not only for North American librarians teaching or directing library workers in Latin America but also for Latin-American librarians who wish to learn the methods followed in libraries of the United States. In a search for suitable instructional material in Spanish, in 1942, the faculty of the Bogotá summer library institute were pleased to find among the available literature two slight works by Jorge Aguayo which proved of much practical value: *Reglas para la ordenación del catálogo-diccionario de la Biblioteca general de la Universidad* (Havana, 1940) and *Modelos de fichas para servir de guía a los catalogadores de la Biblioteca general de la Universidad* (Havana, 1942). The second, a good collection of sample

cards, largely representing material in Spanish, was of great aid in the cataloging course.

These pamphlets form two chapters in this manual on cataloging, a work which should be an important factor in explaining the technical work which underlies modern library service in the United States. For both students and teachers it will be a useful addition to the literature on library science. The author studied and observed library practices in the United States on a grant from the Rockefeller Foundation, and this book is an outgrowth of those studies and of his later experience in the University of Havana library, where he is sub-director.

The first chapter, bearing the title, "Conocimientos bibliológicos indispensables," introduces the reader to the parts of the book and the characteristics to be considered in the catalog description. This chapter is very similar to Miss Mann's "How To Read a Book Technically,"¹ on which it is largely based. Following this is a general chapter on classification and one on the Dewey Decimal scheme which is a very lucid and practical approach to that classification. Two chapters are devoted to catalog rules and sample cards; these are followed by a general one on the catalog, one on filing rules, and one on the use of the printed cards of the Library of Congress. The appendixes contain (1) a list of abbreviations and (2) definitions. The Index is full and especially to be commended for its inclusion of references to the examples illustrating specific rules or other details of cataloging.

The author states in his Preface that the book is based on North American practices because of his conviction that the methods developed in North America as related to the organization and administration of libraries are superior to those used in other countries. His sources are largely from United States authors, with a few from Britain and Latin America. Among the latter are noted Manuel Selva's *Manual de biblioteconomía* (Buenos Aires, 1939) and Domingo Buonocore's *Elementos de bibliotecología*, (Santa Fé, Argentina, 1942).

This is an eminently practical work on which the author and others who will be writing in this field can build for the future. This first edition is not a full and comprehensive treat-

ment of all the problems of cataloging and classification, but undoubtedly later editions will have new chapters and other expansions. The treatment of classification is an adequate introduction to the subject, but less consideration has been given to subject headings. In the next edition it is hoped that the author will go into this problem, since the theory of subject headings as developed for the dictionary catalog should be explained with some care, along with the structure of a subject-heading list and its relation to the classification. The examples, excellent though they are, could be extended still further, especially to include more examples of periodical and newspaper entries.

If this becomes a basic text in cataloging, as it deserves to be, it will tend to standardize some of the practices which are now so various in Latin-American libraries. This comes to mind particularly in the matter of library terminology. In some cases, word usage differs from one country to the other, and that usage must be respected; but such differences do not always account for the variety of terms now used for the same concepts. For example, Aguayo uses *epitgrafes* for subject headings, as does Velasquez of Puerto Rico in his manuscript list of subject headings. In many other sources, however, *encabezamiento de materia* is used, and strong objection has been raised to the use of *epitgrafes*, in spite of the advantage of its brevity. For "collation," Aguayo uses *colación*; other writers use *cotejo*. For "entry," Aguayo uses *asiento* in preference to *entrada*. The use of *transliteración* has also been questioned; it has no place in the dictionary of the Spanish Academy, but it seems a necessary word and is found in the Spanish edition of the Vatican *Normas*. There are other terms which Aguayo uses on which there appears to be at present no general agreement, such as *signatura bibliográfica*, which he uses in the sense of "call number."

Chapter viii, on the printed Library of Congress card, is of particular interest, since it suggests ways in which these cards may be used in libraries in Latin America. When that possibility is considered, the advantage of uniformity of practices for the hemisphere, and indeed for the world, becomes obvious. While North American libraries have successfully incorporated cards from other countries into their union catalogs, they have rarely used them in the catalogs of their own collections.

¹ Margaret Mann, *Introduction to Cataloging and the Classification of Books* (2d ed.; Chicago: American Library Association, 1943), pp. 12-30.

The difference in language offers obstacles, of course, especially in the case of entries under country or place, but, as Aguayo suggests, with personal name entries and with many other types the entry and title description could serve for libraries using different languages, if the same rules were applied. He advocates making slight changes into Spanish where needed (e.g., to change *l* to *h* in the collation), but in most cases he would leave the English form without change.

RUDOLPH H. GJELSNESS

*Biblioteca Benjamin Franklin
Mexico, D.F.*

Subject Headings Used in the Dictionary Catalogs of the Library of Congress. Edited by MARY WILSON MACNAIR. 2 vols. 4th ed. Washington: Subject Cataloging Division, Library of Congress, 1943. Pp. viii+1566, 1177.

Subject Headings Used in the Dictionary Catalogs of the Library of Congress: Cumulated Supplement to the 4th Edition, January 1941—December 1943. New York: H. W. Wilson Co. by arrangement with the Library of Congress, 1944. Pp. 122.

Subject Headings Used in the Dictionary Catalogs of the Library of Congress is, in a sense, the United States government's index to the world of knowledge, according to the press release of the Library. Librarians, however, will welcome the new edition of the familiar reference work for the conveniences it provides. All the additions and revisions of the last fifteen years are now incorporated in Volume I, and the publication of the references in Volume II is a response to a demand voiced frequently. The combination of the two sections in one alphabet and the provision of a thumb-index to expedite the handling of a list of this bulk would be a desirable improvement. Exigencies of wartime publishing have not curtailed the margins, paper quality, or sturdy binding, although the variations in the color of the paper may be ascribed to such limitations.

A significance greater than the sheer convenience of the list is attached to this fourth edition, for it must be regarded as a culmination of, or a monument to, the forty-five years of work by a generation of leaders of American

librarians. The retirement of Miss Mary Wilson MacNair, editor of the list from its beginning, together with changes in organization and direction of the classification and cataloging divisions of the Library, compel its consideration not only as an adequate subject index for the government and for libraries but as a milestone on the road, possibly at a turning of the road, of American library history. It represents the work inaugurated in 1897 at the Library of Congress which included the building and publishing of the list of subjects as a part of the whole work of organizing a classification and printing a catalog on cards. The relationships of the part to the whole form no small portion of its values, and the guaranty of the government to continue all this work has influenced libraries to accept, either in part or completely, the organization scheme, the cataloging descriptions, and the subject terminologies of the national library. Values derived from the continuance and consistency of the organization of book collections and maintenance of the high standards of cataloging cannot be thrust aside lightly even by the weight of crowded stacks and arrears of cataloging. On the other hand, schemes to siphon out tons of little-used material into storage libraries may bring in their wake relief to the similarly loaded catalog and possibly mitigate the tendency toward rigidity of terminology in the subject catalog.

Much of the editor's report on the first printing of the list would serve as a description of the present edition. It is of interest to recall that fifty copies of that edition were estimated as sufficient provision, but ten times that number were required before the alphabet was half-printed. The scope is still inclusive, and the tripling of the collections of the Library is reflected in the increase from the 1088 pages of the first edition to the 1566 pages of Volume I of the fourth edition. Fundamentally, the types of headings omitted from the list are unchanged. The catalog cards must continue to furnish supplementary information on systematic names of the lower divisions in botany and zoölogy, individual chemical compounds, ships, religious bodies, prayers, and deities. The representation of theological terms has increased with the development of the classification schedules and the cataloging of that material in the Library. The proportion of the numbers of such subjects has been noted as the supplementary lists of revisions and additions have

been issued between editions. Some of the considerations for later editions noted in 1912 may still be under consideration, such as entering zoölogical and botanical headings in the plural rather than in the singular and substituting inverted headings for many subdivisions. Another consideration of that time is now realized in the inclusion in the list itself of the directions for direct or indirect subdivision of subjects by place names. Together with the customary use of boldface type to indicate local subdivision, these directions eliminate the need for recourse to the auxiliary lists. The lack of distinction in type between descriptive or definitive words which are a part of the heading itself although set off by parentheses and the references to the classification terms and notation, also set off by parentheses, will cause no confusion to the experienced cataloger, though it may not be obvious immediately to the beginning student. The increased inclusion of references to class numbers provides for a fuller use of the list as an index to the classification. Relatively few new definitions or revisions of definitions are to be found, but a greater proportion are evident in the monthly cumulative supplements, where the new headings require more frequent statements of connotation and precise definition of use of terms adopted.

The convenience of the cumulative plan of publication, familiar through its wide use in periodical indexes, has now been applied to the supplementary lists of Library of Congress subject headings. With the two volumes of the basic list, the annual combining of all additions and revisions, and the monthly cumulations of the current year's work, a complete printed record is supplied in four alphabets. The combination of the two basic volumes can be anticipated as a means of reducing the mechanical labor of searching for terms in use.

The devices of asterisks to indicate revision and daggers to indicate new references from old headings are continued from the former supplementary lists. Indication of new headings in a current list is made necessary by the cumulative system of printing. Type styles retain the same significance as those of the basic volumes, boldface indicating local subdivision, roman representing a subject or a reference, and italics used for the phrases "see" and "see also." The paragraph distinction of "see also" and the two kinds of references is clear. The two-column, sixty-two-line page provides an advantage of

compactness which might be considered when the basic lists are combined. Classification numbers do not accompany all the new headings, but the apparent lack of numbers is mitigated by recognition of the fact that such numbers are not usually repeated with revised subjects.

Definitions of subjects and directions for the use of terms occur with fair frequency. References to sources like those with the subject "Contraventions (Criminal Law)" should prove to be suggestive for the cataloger as well as useful in documenting the subject as listed. When the use of two headings is distinguished, as "Art and History" and "History in Art," it might be helpful to point to the note which appears with only one of the subjects. Such a note appears with the subject "Civilian Defense," referring to the definition of practice to be found under "Air Defenses." The need for repeating a subject in order to indicate a reference printed for the first time might be questioned. The bullet at the end of the reference paragraph might be sufficient indication. With the estimated thousand new headings each year, the monthly and annual cumulations will help the catalogers to keep up to date.

DOROTHY CHARLES

Graduate Library School
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Subject Headings for the Information File, with Notes on Setting Up a File of Ephemera. Compiled by LOIS M. WENMAN and MIRIAM OGDEN BALL. 5th ed. ("Modern American Library Economy Series.") New York: H. W. Wilson Co., 1943. Pp. 110. \$1.25.

When the fourth edition of this work was reviewed in the *Library Quarterly* (IX [1939], 227-28), it was pointed out by the reviewer that it was "a little puzzling to determine just what use can be made of it." One is likely to raise the same question in regard to this fifth edition, even though "a fifth of the old entries were dropped and over 500 'general' and 'local' war headings added." The new edition contains 2,389 entries, 53 less than the fourth edition. A large proportion of the entries concern New Jersey (pp. 54-72) and Newark (pp. 73-88).

Perhaps the justification for the new publication lies in the fact that subject headings do

require change. Moreover, the pamphlet or information file is designed to amass material which is useful in answering queries of the moment. It is further assumed that patrons will usually refer to materials by current terms. On the basis of the assumptions, periodic revision of a subject heading list for an information file seems necessary for efficient service. Despite the shortage of paper, there appears to be no let-up in pamphlet publishing as a quick way of spreading information concerning the war and its related aspects. Much of this material is of an ephemeral nature and probably should not be permanently cataloged in libraries.

As in the fourth edition, there are included many "see," "see also," and "refer from" references. These are useful in a subject file of this sort. Files within files, such as "Associations, A-Z" and "Biography, A-Z," are also included. Some librarians may object to this method of concentrating material by form.

The preliminary statement concerning practices in setting up a file of ephemera should be helpful to librarians. Suggestions are given on such matters as analyzing a "war file," points to consider in planning a file, supply list, acquisition of material, source list of agencies and published materials, selection and sorting of incoming materials, physical preparation for the files, use of a basic list of subject headings, selected headings for a limited-subject file, assigning subject headings, and weeding and repair.

MAURICE F. TAUBER

University of Chicago Libraries

Catalogue of Union Periodicals, Vol. I: Science and Technology. Edited for the NATIONAL RESEARCH COUNCIL and the NATIONAL RESEARCH BOARD by PERCY FREER. Johannesburg, Union of South Africa, 1943. Pp. xvi + 525.

This is, in effect, the fifth in a series of union lists of serials issued in South Africa, the earlier ones having been published in 1912, 1917, 1921, and 1927. The number of institutions whose holdings are recorded has progressed from a mere dozen or so to a total of seventy-seven

libraries. The size has burgeoned from a pamphlet of 54 pages to 525 pages in Volume I alone.

Volume I is a subject arrangement, with subdivisions by language and by country, and includes some six thousand titles. The chief difference between this and the union list of serials in the United States and Canada, which the editor calls his "Bible," is this subject arrangement. There is no indication as to the number of volumes to be issued, but presumably a straight alphabetical list of all titles included will be given before the work is concluded.

Many articles have been written, and more will undoubtedly appear, as to the ideal arrangement of a union list of titles. Mr. Freer, the librarian of the University of the Witwatersrand, has done a great deal of work on his subject index, and it may be only carping criticism to suggest that, to this reviewer, it seems unnecessarily complicated. It would appear obvious that a list which will be used primarily by English-speaking people should combine under an English word all the entries dealing with a given subject (e.g., "Water" is used as a subject heading on pp. 506-7, with subdivisions for titles in English and German, but with a "see also" reference to "Aqua" and "Eaux" for the titles in Italian and French). To a scholar, or indeed to a student with any pretension to research, the breakdown of a subject into language subdivisions should be unnecessary, and to have the material under different headings seems an unnecessary handicap to efficient work.

There is one great improvement over our union list of serials: the inclusion of both volume numbers and dates to indicate broken sets in a library's holdings. The possibility of presenting this double identification has often been discussed by our advisory committee, but for reasons of printing costs, and to keep down the size of the volume, it has been regretfully decided against. The inclusion of both volume number and date insures that the student can find the needed volumes, whether his citation was given in either manner. It is to be hoped that in the event of a new edition of our union list, or possibly in the supplements to it, now in preparation, this excellent form may be copied.

WINIFRED GREGORY GEROULD

Williamsburg, Virginia

Inönü ansiklopedisi, cilt I, fasikül 1. Ankara: Maarif matbaası, 1943. Pp. xxvi+38. 150 kuruş (about \$1.14).

Despite the unfavorable world economic situation, another national encyclopedia began to appear late in 1943. The Turkish Ministry of Education (Maarif Vekalet) has undertaken the preparation and publication of the work under the patronage of the president of the republic, İsmet İnönü. This work constitutes one of the most substantial evidences of cultural progress in Turkey since the introduction of the Latin alphabet in 1928. Articles (all in Turkish) deal with persons, places, and topics in an alphabetical arrangement and are accompanied by many illustrations. The first part covers only from A to Abdullak Cevdet in 38 pages, the size of the page being fairly large (29½ × 21 cm.). While this encyclopedia is general in character, its interest for American libraries, particularly those having materials on the Near East, is its emphasis on Turkish persons, places, and subjects. The fact that a Turkish edition of the *Encyclopedia of Islam* with much new material on Turkish subjects is also well under way at the University of Istanbul would seem to be a good omen for the rapid publication of subsequent parts of the *Inönü ansiklopedisi*.

JAMES B. CHILDS

Library of Congress

Consumer and Opinion Research: The Questionnaire Technique. By ALBERT B. BLANKENSHIP. New York: Harper & Bros., 1943. Pp. x+238. \$3.00.

The subtitle of this volume describes its content. It is an introduction to the techniques and uses of the questionnaire in measuring public opinion, particularly in the field of market research. Separate chapters are devoted to such topics as preparing the questionnaire, testing it, selecting a suitable method of sampling, interviewing, summarizing the results, and measuring the validity and the reliability of the survey. The author, who is director of market research for N. W. Ayer and Son, Inc., states that the book is not intended to be an exhaustive analysis, and it is not; but, as far as it goes, it is accurate, not oversimplified, and clarified with numerous examples. While many of the

examples are drawn from the public-opinion polls, little space is given to the complex and dynamic factors involved in the formation of public opinion and the corresponding pitfalls lurking in the path of the surveyor in this area. Although the book contributes nothing new, it is a useful summary, well organized and thorough within its professed scope.

MARGARET EGAN

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The Theory of Literary Kinds: Ancient Classifications of Literature. By JAMES J. DONOHUE. Dubuque: Loras College Press, 1943. Pp. vii+155. \$2.00.

This work is an inquiry into the theory of literary classification, being a survey of certain theories of the past. It is confined to the theories of classical antiquity and to general schemes of literary classification and division. In the process of development, it inquires into the ancient views of the distinctions between the spoken and the written word, between prose and poetry, and between the practical and fine arts in writing and then discusses more fully the general systems of classification.

This work constitutes only one-fourth of a larger and a broader inquiry into "The Theory of Literary Kinds," and the author has given this portion the subtitle "Ancient Classifications of Literature." While the scope is larger, the greatest share of attention is given to the writers of classical antiquity; some of the great names which one would expect to find here, such as Jerome, Augustine, and Boethius are intentionally placed in the second portion by the author, who feels that they belong rather to the medieval mentality.

The author, who appears to be well qualified for the task at hand, makes a rather thorough excursion through the writings of the ancients and brings up a notable amount of evidence for the divisions in the classifications he describes; he appends a classification scheme of the arts of language as he pictures it in the minds of the ancients.

Since this work represents only a fractional part of the opus, no attempt can be made at this time to evaluate it either from the viewpoint of the treatment of the subject or as a

contribution to the literature of classification. Those concerned about the latter subject, however, will be interested in following the subject as it is completed.

The contents of this particular monograph were used as a doctoral dissertation. There are an ample bibliography, several appendixes, and a very full index.

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Decisions of the United States Courts Involving Copyright, 1939-40. By the COPYRIGHT OFFICE, LIBRARY OF CONGRESS, compiled and edited by HERBERT A. HOWELL. ("Copyright Office Bulletin," No. 23.) Washington: Government Printing Office, 1943. Pp. vii+391. \$1.00.

In 1914 the Copyright Office began publishing court opinions relating to copyrights in the

United States. The first of the series was Copyright Bulletin No. 17, covering the years 1909-14. The present volume is the seventh of this set and covers the latter half of 1939 and the year 1940.

The opinions are arranged alphabetically, according to the names of the plaintiffs. The headnotes found in the official reports are omitted, but in some cases very brief summaries are given at the beginning of the reports of the cases. There are tables of the cases used and of the works involved in the litigation which is covered. There is also a subject index.

This series of books would seem to provide a convenient sourcebook for authors, composers, publishers, and copyright lawyers who desire to consult copyright case law from year to year without being obliged to search for it in voluminous reports and digests.

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BOOK NOTES

Report of the Director of Libraries for the Academic Year Ending June 30, 1943. Issued by COLUMBIA UNIVERSITY. New York: Columbia University Press, 1944. Pp. 24.

The seventeenth and last annual report of Charles C. Williamson as director of libraries at Columbia University combines a detailed statement of how one large university library has accommodated itself to dislocations resulting from the war with a record of generous advance toward long-term objectives. Several administrative changes of particular interest are noted: separation of the half-size from the standard-size cards in each tray of the public catalog; reproducing the entire catalog on microfilm in anticipation of possible damage or destruction during the war but looking "beyond the present emergency to an economy measure whereby, instead of providing insurance coverage to meet the cost of recataloguing in case of disaster, the record itself is assured preservation"; institution of "manuals of procedures" because of the recognition that as libraries grow in size and complexity, "work methods and procedures cannot continue to be a matter of oral tradition but must be reduced to written codes of practice throughout the system."

Annual Catalogue of Australian Publications, No. 7 (1942). Issued by the COMMONWEALTH NATIONAL LIBRARY; compiled under the direction of KENNETH BINNS. Canberra: Commonwealth Government Printer, 1943. Pp. 90.

Select List of Representative Works Dealing with Australia, 1943. Issued by the COMMONWEALTH NATIONAL LIBRARY; compiled under the direction of KENNETH BINNS. Canberra: Commonwealth Government Printer, 1944. Pp. 8.

The *Annual Catalogue* includes the 624 books published in Australia during 1942 (excluding official publications), together with some earlier items omitted from previous catalogs in the series; books of Australian interest published overseas during 1942; a selected list of Australian periodicals, annuals, and serials; and a directory of Australian publishers.

The *Select List* is reprinted from the *Official Year Book of the Commonwealth for 1942-43*. Under the various headings (e.g., "General and Descriptive," "History," "Economic and Social Conditions," "Education," "Literature," etc.) are listed (1) the principal standard books in print, (2) selected books published during the period January, 1942-September, 1943, and (3) official publications of the same period (excluding annual reports).

The war has stimulated interest in the lands

"down under," and these lists compiled by the Australian national library should prove helpful to librarians receiving requests for material dealing with Australia.

Can the War History Projects Contribute to the Solution of Federal Records Problems? By VERNON G. SETSER. ("Records Administration Circulars," No. 7.) Washington: National Archives, 1944. Pp. 11.

This is an intelligent, realistic, and sometimes humorous description of a new but very real problem. The federal government now recognizes the value of its records for present and future research workers, and accordingly it is preserving them on a scale hitherto unknown. But the bulk, complexity, and technicality of these papers tend to defeat the very purpose of their preservation. What can and should be done about it? Mr. Setser considers the various proposals that have been made to resolve the dilemma. What he says is addressed primarily to archivists, but much of it will be welcomed by the librarian, who faces a similar problem in connection with his huge and ever growing collection of printed "government documents."

Subject Index to Books for Intermediate Grades: First Supplement. Compiled by ELOISE RUE. Chicago: American Library Association, 1943. Pp. 197. \$2.50.

The *Supplement* analyzes some six hundred fiction and nonfiction books which, with a few exceptions, were published in 1940-43; hence the original volume has not been replaced but is still basic. The arrangement is alphabetical by small subjects. For each item author, title, page references, and grade level are indicated. The preliminary "List of Books Indexed" includes complete bibliographical data and Dewey classification number for each item, and books for first purchase are starred and double-starred; the titles are also graded, and symbols indicate such special features as "mainly for teacher use," "picture material important," and "good for identification." The *Supplement*, like other volumes in the series of Rue indexes, forms a basic and useful tool for teachers and librarians.

Food, a World Problem. Prepared by FRANK ERNEST HILL. ("Film Discussion Guide.") New York: Educational Film Library Association, Inc., 1944. Pp. 50. \$0.50.

Although planned particularly for the British Ministry of Information film *World of Plenty*, this

discussion guide can also be used with other films which deal with the problem of food; furthermore, it has value as a source of general information on the problem and as a reading guide. Five food problems are presented—"What Food Does a Human Being Need?" "Can Enough Food Be Grown To Give All Mankind a Healthful Diet?" "What Has the War Taught Us about Food?" "How Can America Solve Her Food Problem?" and "World Food—What Should America Do about It?" For each problem the guide includes a brief general discussion of the topic, questions to consider, facts and opinions, and suggestions for reading. Another section of the guide lists and describes eleven supplementary films on food. A directory of film libraries from which *World of Plenty* may be obtained and an introductory section which tells in some detail how to use the guide and how to hold film discussions, panels, and symposiums complete the pamphlet.

Library Specialization in the Pacific Northwest: Proceedings of an Informal Conference Held at the Bibliographic Center in Seattle, November 4, 1943. (Reprinted from the *PNLA Quarterly*, VIII [January, 1944], 52-59.) Pp. 8.

This report is of interest for the great detail in which the discussion is given, thereby illuminating problems of library co-operation; and particularly because the conference on which it is based led to an agreement among the participants looking to regional library specialization in the Pacific Northwest. The major points are all so sensible that the "Agree-

ment" may well serve as a model, or at least as a point of departure, for other regions.

Administering the School Library. By JOHN COULBOURN. ("Guide to Action Series," No. 3.) Minneapolis: Educational Publishers, Inc., 1942. Pp. x+125. \$1.60.

As stated in the editor's Introduction, most of the writing in the school-library field has been done by librarians for librarians and emphasizes the more technical aspects of the work. Coulbourn's volume, written by a high-school principal and directed primarily to school administrators, thus forms a significant innovation in and contribution to the literature of school librarianship. Of the nine chapters, six discuss specialized functions of the school library: the library as a service and teaching agency, the library's role in the reading and guidance programs, the library and the program of curriculum development, and the library as an aid in instructional supervision. Changing conceptions about the school library and an excellent list of its functions, responsibilities, and objectives are presented in the opening chapter, "The Role of the School Library in Modern Education." Of special interest to administrators are the chapter which analyzes the school administrator's responsibility in planning, developing, and supporting the library in the school and the one which describes methods for evaluating the library program. Throughout the book the author emphasizes the educational functions of the school library and its participation in achieving the educational objectives of the school.

BOOKS RECEIVED

- Activities, Projects, Units of Work Cataloged for 1932-1939.* By JUNIUS L. MERIAM. ("University of California Publications in Education," Vol. X.) Berkeley: University of California Press, 1943. Pp. vii+270. \$1.50.
- Adapting Reading Programs to Wartime Needs.* Compiled and edited by WILLIAM S. GRAY. ("Proceedings of the Conference on Reading Held at the University of Chicago," Vol. V; "Supplementary Educational Monographs," No. 57.) Chicago: University of Chicago, 1943. Pp. viii+283. \$2.00.
- American Library Laws.* Edited by JAMES C. FOUTTS. 2d ed. Chicago: American Library Association, 1943. Pp. viii+1247. \$10.
- American Literature in Nineteenth-Century England.* By CLARENCE GORDES. New York: Columbia University Press, 1944. Pp. ix+191. \$2.50.
- The American Way: Selections from the Public Addresses and Papers of Franklin D. Roosevelt.* Edited by DAGOBERT D. RUNES. New York: Philosophical Library, 1944. \$1.50.
- Annual Catalogue of Australian Publications, No. 7.* Issued by the COMMONWEALTH NATIONAL LIBRARY; compiled under the direction of KENNETH BINNS. Canberra: Commonwealth Government Printer, 1943. Pp. 90.
- Annual Report of the Librarian of Congress for the Fiscal Year Ended June 30, 1943.* Washington: Government Printing Office, 1944. Pp. 277.
- Arithmetic or Revolution.* By ARTHUR DUNN. New York: Guild of American Economists, Inc., 1944. \$1.00.
- Books, Children, and Men.* By PAUL HAZARD, translated by MARGUERITE MITCHELL. Boston: Horn Book, Inc., 1944. Pp. xiv+176. \$3.00.
- A Catalogue of the Medieval and Renaissance Manuscripts and Incunabula in the Boston Medical Library.* Compiled by JAMES F. BALLARD. Boston: Boston Medical Library, 1944. Pp. xx+246.
- Catalogue of Union Periodicals, Vol. I: Science and Technology.* Edited for the National Research Council and National Research Board by PERCY FREER. Johannesburg, Union of South Africa, 1943. Pp. xvi+525.
- Classics of the Western World.* Edited by ALAN WILLARD BROWN et al. 3d ed. Chicago: American Library Association, 1943. Pp. 145. \$2.00.
- College and University Library Statistics, 1939-40.* By RALPH M. DUNBAR and EMERY M. FOSTER. ("Biennial Survey of Education in the United States, 1938-40," Vol. II, chap. vi.) Washington: Government Printing Office, 1943. Pp. ii+105. \$0.20.
- The Communication Arts and the High-School Victory Corps.* Issued by the UNITED STATES OFFICE OF EDUCATION. Washington: Government Printing Office, 1943. Pp. viii+76. \$0.25.
- An English Library: An Annotated List of 1300 Classics.* By F. SEYMOUR SMITH. London: National Book Council, 1943. Pp. 88. 2s.
- Food, A World Problem.* Prepared by FRANK ERNEST HILL. ("Film Discussion Guide") New York: Educational Film Library Association, Inc., 1944. Pp. 50. \$0.50.
- Gold Star List of American Fiction: Six Hundred and Thirty Titles, 1823 to 1944.* Syracuse, N.Y.: Syracuse Public Library, 1944. Pp. 40. \$0.40.
- Guiding the Normal Child.* By AGATHA H. BOWLEY. New York: Philosophical Library, 1943. Pp. xv+174. \$3.00.
- The House of Macmillan (1843-1943).* By CHARLES MORGAN. New York: Macmillan Co., 1944. Pp. 248. \$3.00.
- Illustrated Technical Dictionary.* Edited by MAXIM NEWMARK. New York: Philosophical Library, 1944. \$5.00.
- "Librarian's Guide to Title-Page Russian and Principles of Transliteration with an Introduction to Russian Law." By ELSIE BASSET. New York: Columbia University Libraries, 1944. Pp. 47. \$1.50. (Mimeographed.)
- Library Extension under the WPA: An Appraisal of an Experiment in Federal Aid.* By EDWARD BARRETT STANFORD. ("University of Chicago Studies in Library Science.") Chicago: University of Chicago Press, 1944. Pp. xiii+284. \$3.00. (Planographed.)
- A List of Books on the History of Science: Second Supplement: Part III, Astronomy.* Prepared by REGINALD B. GORDON. Chicago: John Crerar Library, 1944. Pp. 9.
- Marching Home: Educational and Social Adjustment after the War.* By MORSE A. CARTWRIGHT. New York: Published for the Institute of Adult Education by the Bureau of Publications, Teachers College, Columbia University, 1944. Pp. iv+44. \$0.25.
- Marks of Readable Style: A Study in Adult Education.* By RUDOLF FLESCH. ("Contributions to Education," No. 897.) New York: Bureau of Publications, Teachers College, Columbia University, 1943. Pp. 69. \$1.85.
- McCarthy of Wisconsin.* By EDWARD A. FITZPATRICK. New York: Columbia University Press, 1944. Pp. x+316. \$3.50.
- Melvil Dewey.* By FREMONT RIDER. ("American Library Pioneers," edited by EMILY MILLER DAN-

- TON, No. 6.) Chicago: American Library Association, 1944. Pp. xv+151. \$2.75.
- The Moon Is Near.* By HARRY WILLIAM NELSON. Groton, Conn.: The Author, 1944. Pp. 20. \$0.50.
- "The North Texas Regional Libraries: An Inquiry into the Feasibility and Desirability of Developing Them as a Cooperative Enterprise." By A. F. KUHLMAN. Nashville, Tenn.: Peabody Press, 1943. Pp. viii+85. \$1.50. (Mimeographed.)
- "Official War Publications: Guide to State, Federal, and Canadian Publications," Vol. VII. By JEROME K. WILCOX. Berkeley: Bureau of Public Administration, University of California, 1944. Pp. 208. \$1.75. (Mimeographed.)
- Our Air-Age World: A Textbook in Global Geography.* By LEONARD O. PACKARD, BRUCE OVERTON, and BEN D. WOOD. New York: Macmillan Co., 1944. \$2.80.
- Pacific Ocean Handbook.* By ELIOT G. MEARS. Stanford University, Calif.: James Ladd Delkin, 1944. Pp. 192.
- The People Are Ready To Discuss the Post-war World: A Report of an Experiment in Adult Education.* Edited by WINIFRED FISHER. New York: Adult Education Council, 1944. Pp. 64. \$0.25.
- Plea for Liberty.* By GEORGES BERNANOS, translated by HARRY LORIN BINSSE. New York: Pantheon Books, Inc., 1944. Pp. 272. \$3.00.
- "Postwar California: Monthly Digest of Information Published in Cooperation with the California State Reconstruction and Reemployment Commission," Vol. I, No. 1. Berkeley: Bureau of Public Administration, University of California, March, 1944. Pp. 18. (Mimeographed.)
- A Proposed World Government.* By GEORGE A. BIRD-SALL. Arlington, Va.: The Author, 1944. Pp. III. \$1.50.
- The Proud People.* By KYLE CRICHTON. New York: Charles Scribner's Sons, 1944. Pp. 368. \$2.75.
- Report on War and Post-war Adjustment Policies.* By BERNARD M. BARUCH and JOHN M. HANCOCK. Washington: Government Printing Office, 1944. Pp. iv+108. \$0.20.
- Select List of Representative Works Dealing with Australia, 1943.* Issued by the COMMONWEALTH NATIONAL LIBRARY; compiled under the direction of KENNETH BINNS. Canberra: Commonwealth Government Printer, 1944. Pp. 8.
- Style Manual for Preparation of Catalogue Copy in the New York Public Library.* 4th ed. New York: New York Public Library, 1943. Pp. 103. \$2.00.
- Subject Headings Used in the Dictionary Catalogs of the Library of Congress: Cumulated Supplement to the 4th Edition, January 1941-December 1943.* New York: H. W. Wilson Co. by arrangement with the Library of Congress, 1944. Pp. 122.
- The Task of Law.* By ROSCOE POUND. Lancaster, Pa.: Franklin and Marshall College, 1944. Pp. 94. \$1.50.
- The Thomas Jefferson Bicentennial, 1743-1943: A Catalogue of the Exhibitions at the Library of Congress Opened on April 12th.* Washington: Library of Congress, 1943. Pp. 171.
- A Time Is Born.* By GARET GARRETT. New York: Pantheon Books, Inc., 1944. Pp. 234. \$2.50.
- Treason.* By ROBERT GESSNER. New York: Charles Scribner's Sons, 1944. Pp. 383. \$2.75.
- Your Postwar Job: Where and How To Find Employment after the Shooting Stops.* By BERN WILLIAMS. New York: Bernhard & Ellis, 1944. Pp. 64. \$0.25.

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